

Agenda  
437<sup>th</sup> Meeting of the  
Illinois Community College Board

Harold Washington College  
City Colleges of Chicago  
Room 1115  
30 East Lake Street  
Chicago, IL 60601

September 20, 2019

| <u><b>9:00 a.m. – Board Meeting</b></u>   | <u><b>Page</b></u> |
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| 1. Roll Call and Declaration of Quorum  | —                  |
| 2. Announcements and Remarks by Dr. Laz Lopez, Board Chair  | —                  |
| 3. Approval of FY20 Illinois Community College Board Goals <i>Dr. Laz Lopez (ACTION)</i>  | —                  |
| 4. Welcoming Remarks from Juan Salgado, Chancellor of City Colleges of Chicago  | —                  |
| 5. Board Member Comments  | —                  |
| 5.1 Illinois Board of Higher Education Report <i>Dr. Teresa Garate</i>  |                    |
| 6. Executive Director Report <i>Dr. Brian Durham</i>  | —                  |
| 7. Committee Reports  |                    |
| 7.1 Finance, Operations, and External Affairs <i>Mr. Terry Bruce</i>  | 1                  |
| 7.2 Academic, Workforce, and Student Support <i>Ms. Paige Ponder</i>  | 2                  |
| 7.2a Adult Education Funding Formula Task Force <i>(ACTION) Ms. Jennifer Foster</i>   | 3                  |
| 8. Advisory Organizations   |                    |
| 8.1 Illinois Community College Faculty Association <i>Mr. Jacob Winters</i>   | —                  |
| 8.2 Illinois Council of Community College Presidents <i>Mr. Curt Oldfield</i>   | —                  |
| 8.3 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>   | —                  |
| 8.4 Student Advisory Council <i>Ms. Isabella Hernandez</i>  | —                  |
| 9. Illinois Postsecondary Profiles <i>Mr. Nathan Wilson</i>   | 4                  |
| 10. New Units <i>Mr. Nathan Wilson (ACTION)</i>   |                    |
| 10.1 Permanent Approval: Joliet Junior College, Kishwaukee College, McHenry County College, Waubonsee Community College                                     | 5-15               |
| 11. Recognition of the Illinois Community Colleges <i>Mr. Nathan Wilson (ACTION)</i>  |                    |
| 11.1 City Colleges of Chicago, Harper College, Shawnee Community College, Morton College, Illinois Valley Community College, Lincoln Land Community College | 16-225             |
| 12. Adoption of Minutes <i>(ACTION)</i>   |                    |
| 12.1 Minutes of the June 7, 2019 Board Meeting  | 226-237            |
| 12.2 Minutes of the June 7, 2019 Executive Session  | —                  |
| 12.3 Minutes of the August 23, 2019 Retreat   | 238-243            |

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| 13.                                     | Consent Agenda ( <b><i>ACTION</i></b> )  |                    |
| 13.1                                    | Certification on Eligibility for Special Tax Levy  | 244-245            |
| 13.2                                    | Proposed Amendments to the Illinois Community College Board Administrative Rules             |                    |
| 13.2a                                   | Proposed Joint Rules with the Illinois Board of Higher Education Reverse Transfer of Credit  | 246-250            |
| 13.3                                    | Revised Employee Guidebook   | 251-253            |
| 13.4                                    | Northwestern University/Oakton Community College Memorandum of Understanding                 | 254-257            |
| 13.5                                    | Revision of the Calendar Year 2020 Board Meeting Dates and Locations                         | 258                |
| 14.                                     | Information Items  |                    |
| 14.1                                    | Fiscal Year 2019 Financial Statements  | 259-262            |
| 14.2                                    | Fiscal Year 2020 Financial Statements  | 263-266            |
| 14.3                                    | Spring 2019 Legislative Update   | 267-276            |
| 14.4                                    | Proposed Amendments to the Illinois Community College Board Administrative Rules             |                    |
| 14.4a                                   | Cooperative Agreement Rules  | 277-291            |
| 14.5                                    | Basic Certificate Program Approval approved on behalf of the Board by the Executive Director | 292                |
| 14.6                                    | Perkins V State Plan Update  | 293-295            |
| 15.                                     | Other Business   | —                  |
| 16.                                     | Public Comment   | —                  |
| 17.                                     | Executive Session ( <b><i>ACTION</i></b> )   | 296                |
| 17.1                                    | Employment/Appointments Matters  | —                  |
| 17.2                                    | Review of Minutes of Closed Sessions   | —                  |
| 18.                                     | Approval of Confidentiality of Executive Session Minutes ( <b><i>ACTION</i></b> )            | 297                |
| 19.                                     | Executive Session Recommendations ( <b><i>ACTION</i></b> )                                   |                    |
| 19.1                                    | Employment/Appointment Matters   | —                  |
| 19.2                                    | Minutes of Closed Sessions   | —                  |
| 20.                                     | Adjournment  | —                  |

Illinois Community College Board

**APPROVAL OF FY20 ILLINOIS COMMUNITY COLLEGE BOARD GOALS**

On August 23, 2019, the Illinois Community College Board (ICCB) held a retreat for Board Members to review and revise the current goals as well as establishing a preamble. The discussion focused on progress made on goals, current issues for the community college system, ongoing state and federal projects and initiatives and developing an overall goal statement.

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following goal statement and three board goals for fiscal year 2020:

The Illinois Community College Board hereby affirms the mission of the state's 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

1. Goal 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.
2. Goal 2: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.
3. Goal 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

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**FINANCE, OPERATIONS, & EXTERNAL AFFAIRS COMMITTEE**

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

- Financial Statements: Fiscal Year 2019
  - a. State General Funds
  - b. Special State Funds
  - c. Federal Funds
- Financial Statements: Fiscal Year 2020
  - a. State General Funds
  - b. Special State Funds
  - c. Federal Funds
- Timeliness of State Payments
- Certification of Special Tax Levy
- Revised Employee Guidebook
- Administrative Rules
  - a. Reverse Transfer of Credit
  - b. Cooperative Agreements and Contracts
- Spring 2019 Legislative Update
- Public Comment
- Adjournment

Agenda Item #7.2  
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Illinois Community College Board

**ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE**

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

- Adult Education Funding Taskforce
- Department of Labor Grant Update
- Open Education Resources
- Perkins V Update
- New Units
- Other
  - a. WIOA Unified Plan Update
  - b. Illinois Postsecondary Profile Roll Out
- Public Comment
- Adjournment

Illinois Community College Board

**ADULT EDUCATION FUNDING FORMULA TASK FORCE**

The Illinois Community College Board (ICCB) staff is seeking approval to establish an Adult Education and Literacy Funding Task Force to recommend a new funding methodology that is aligned with the federal Workforce Innovation and Opportunity Act (WIOA) specifically the Title II: Adult Education and Literacy Act and promotes continuous improvement of funded programs and activities in the state.

**Background:** In fiscal year 2004, an Adult Education and Family Literacy funding task-force recommended changes to the funding formula utilized for State and Federal Adult Education funding allocated to local programs. Based upon these recommended changes the new funding methodology was implemented and included the following elements:

- I. **BASE FUNDING:** Base funding is established to provide greater equity and stability for the various providers. The base funding also emphasizes the importance of quality, and preserving multiple provider types. Smaller providers are funded with a foundation amount that is stable and predictable with the remaining base funds allocated based on units of instruction and enrollment. Base funding consists of four components:
  - Index of Need,
  - Units of Instruction Component,
  - Foundation Component, and
  - Enrollment Component.
  
- II. **PERFORMANCE FUNDING:** The basis for performance funding are based on student outcomes and the funds are used to encourage and reward programs to continue to improve the outcomes of the services they delivered. The following will outline the components of the performance funding allocation. Performance funding is based on two performance categories and are weighted based on two primary performance categories:
  - Secondary Completions
  - Level Gains
  
- III. **EL/CIVICS:** The grant is designed to provide integrated English literacy and civics education to immigrant and other limited English proficient populations so that they may learn how to become active community members. The EL Civics grant is funded as a graduated foundation amount and based on an allocation per competency.

During the years, the formula has been adjusted to accommodate for the changing economic environment as well as federal mandates.

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the establishment of an Adult Education and Literacy Funding Taskforce to develop recommendations to the board on a new funding methodology for adult education that is aligned with the provisions as outlined under the federal Workforce Innovation Act, specifically Title II of the Adult Education and Literacy Act.

Illinois Community College Board

**ILLINOIS POSTSECONDARY PROFILES**

The Illinois Postsecondary Profiles is a data and accountability website initiative scheduled for release in fall 2019 resulting from an intergovernmental agreement between ICCB, IBHE, and Northern Illinois University (NIU). The central vision guiding development of the Illinois Postsecondary Profiles (IPP) is the creation of a powerful but accessible website through which interested stakeholders can access data pertinent to the Illinois Career and Technical Education, Associate Degree, Baccalaureate, and Graduate postsecondary experience for both the 2-year and 4-year sectors in meaningful and useful ways. The user interface of the IPP employs an innovative approach that is designed around user interests, and will allow exploration of the data along one of three distinct paths that should significantly enhance and simplify the experience. The user currently has a choice of searching for information by institution and will eventually have the capacity to search by research or career interest area, or for information about the experiences of particular kinds of student. Key to the IPP is the utilization of ICCB's Centralized Data System, allowing for information to be more current, more detailed, and more flexible than other postsecondary data tools available.

Illinois Community College Board

**NEW UNITS OF INSTRUCTION**

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

**PERMANENT PROGRAM APPROVAL**

Joliet Junior College

- Paralegal Studies A.A.S. degree (60 credit hours)

Kishwaukee College

- Medical Assistant Certificate (31.5 credit hours)
- Technology and Manufacturing A.A.S. degree (60 credit hours)

McHenry County College

- Entrepreneurial Agriculture A.A.S. degree (60 credit hours)

Waubensee Community College

- Paralegal A.A.S. degree (60 credit hours)
- Paralegal Post-Associate degree Certificate (30 credit hours)

**BACKGROUND**

**Joliet Junior College**  
**Paralegal A.A.S. degree (60 credit hours)**

**Program Purpose:** The program will prepare individuals for entry-level employment as paralegals and legal assistants.

**Catalog Description:** Paralegal studies is designed to prepare and provide students with a rigorous academic program as well as a career focused on skills required to be successful working in the legal field. Under supervision of an attorney, duties may include preparing affidavits or other documents, such as legal correspondence, and maintaining documents in paper or electronic filing system; organizing and preparing exhibits for trial; preparing legal documents, including legal memoranda and briefs, pleadings, discovery, appeals, wills, contracts, and real estate closing statements; meeting with clients and other professionals to discuss details of case and prepare witnesses; filing pleadings with court clerk; gathering and analyzing research data, statutes, decisions, and legal articles, codes, and documents; investigating facts and law of cases and search pertinent sources, such as public records, to determine causes of action and to prepare cases; directing and coordinating law office activity, including delivery of subpoenas. At the completion of the program, graduates should have the necessary skills to seek entry-level employment as paralegals.

**Curricular Information:** The curriculum consists of 18 credit hours of required general education and 42 credit hours of career and technical education. The career and technical component includes coursework in introduction to paralegal, introductory and intermediate legal research and writing, legal documents, civil litigation, torts, contracts, Constitutional law, and technical electives in areas such as real property, corporations, wills and trusts, bankruptcy, family law, immigration, criminal law, labor/employment, and an internship in paralegal/legal assisting. Assessment of student learning will be achieved through evaluation of a portfolio containing artifacts of the student’s educational achievements.

**Justification for Credit hours required for the degree:** N/A.

**Accrediting Information:** Each course and the curriculum were designed according to American Bar Association (ABA) Standards. The college will begin the process of applying for voluntary program accreditation through the ABA once the program has been approved by all necessary State Boards and one class of students has graduated.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “paralegals” is expected to increase by an average of 15.6% statewide through 2026. Currently, there are only 12 community colleges statewide offering a paralegal degree program.

*Table 1: Employer Partners*

| <b>Employers</b>               | <b>Location</b> |
|--------------------------------|-----------------|
| Will County States Attorney    | Joliet, IL      |
| Will County Public Defenders   | Joliet, IL      |
| Grundy County States Attorney  | Morris, IL      |
| Grundy County Public Defenders | Morris, IL      |

*Table 2: Projected Enrollments*

| <b>Paralegal AAS</b>   | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 20                | 25                 | 30                |
| Part-Time Enrollments: | 15                | 20                 | 25                |

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|              |   |    |    |
|--------------|---|----|----|
| Completions: | 0 | 30 | 40 |
|--------------|---|----|----|

**Financial / Budgetary Information:** Three (3) existing and one (1) new full-time faculty, and one (1) existing part-time faculty will be necessary to implement the program. Qualified faculty will hold a Juris Doctorate in Law, and a Bachelor’s degree in Paralegal Studies, at least two years of related work experience, and one year teaching experience preferred. Facilities are in place to adequately support the program. Costs associated with applying for program accreditation have been budgeted over the first three years of implementation. The program will otherwise be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

|   | First Year       | Second Year      | Third Year       |
|---|------------------|------------------|------------------|
| Faculty Costs                           | \$110,000        | \$118,000        | \$126,000        |
| Administrator Costs                     | 0                | 0                | 0                |
| Other Personnel Costs                   | 0                | 0                | 0                |
| Equipment Costs                         | 0                | 0                | 0                |
| Library/LRC Costs                       | \$13,000         | \$6,000          | \$5,000          |
| Facility Costs*                         | 0                | 0                | 0                |
| Other (media subscriptions/incidentals) | \$3,000          | \$1,500          | \$1,000          |
| <b>TOTAL NEW COSTS</b>                  | <b>\$126,000</b> | <b>\$125,500</b> | <b>\$132,000</b> |

*Table 4: Faculty Requirements*

|                  | First Year       |                  | Second Year      |                  | Third Year       |                  |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                  | <u>Full-Time</u> | <u>Part-time</u> | <u>Full-Time</u> | <u>Part-time</u> | <u>Full-Time</u> | <u>Part-time</u> |
| New Faculty      | 0                | 1                | 1                | 0                | 0                | 2                |
| Existing Faculty | 3                | 1                | 3                | 2                | 4                | 2                |

**Kishwaukee College**

**Medical Assistant Certificate (31.5 credit hours)**

**Program Purpose:** This program will prepare individuals for entry-level employment or advancement as a medical assistant. The program will prepare graduates for the credential of Certified Medical Assistant (CMA) through the American Association of Medical Assistants (AAMA).

**Catalog Description:** The Medical Assistant Certificate prepares students for entry-level careers in physicians' offices, clinics and other medical settings. Students who complete this program will have the knowledge and skills necessary to perform clinical techniques including sterilizing and maintaining equipment, obtaining vital signs and medical histories, examination room procedures, performing routine laboratory procedures, administering medication, and other daily operations in a clinical setting.

**Curricular Information:** The curriculum requires five (5) credit hours of general education content in biological science and 26.5 credit hours of career and technical education coursework in medical terminology, basic human structure and function, medical insurance and coding, medical law and ethics, pharmacology for the medical office, introductory through advanced levels of clinical medical assisting, administrative medical office procedures, customer service and a required practical learning experience in a clinical setting. The program was developed according to Core Competencies for Medical Assistants according to the Medical Assisting Educational Review Board (MAERB). Graduates of the program will be prepared for optional credentialing through the American Association of Medical Assistants (AAMA) as Certified Medical Assistants (CMA). Assessment of student learning will be achieved through evaluation of the student's obtainment of each of the MAERB Core Competencies and through evaluation of the student's performance during the work-based learning experience by program faculty and worksite supervisor.

**Accrediting Information:** The college plans to seek program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assisting Education Review Board (MAERB) once the program has been in operation for one year and graduated a class of students.

**Justification for Credit hours required:** The proposed certificate must meet requirements for program accreditation and industry credentialing through course content that exceeds 30 credit hours, including a required general education course in biological science for five (5) credit hours.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of "medical assistants" is expected to increase by 13.4% statewide through the year 2026. Locally, employers support the program which focuses more on the clinical skills of medical assisting, and indicate a strong preference for individuals who can obtain their certificate credential. While 24 community colleges have similar Certificates approved, no neighboring districts currently offer the program.

*Table 1: Employer Partners*

| Employer                                  | Location     |
|---|--------------|
| Northwestern Medicine-Kishwaukee Hospital | DeKalb, IL   |
| DaVita Dialysis                           | DeKalb, IL   |
| Rochelle Community Hospital               | Rochelle, IL |
| Swedish American Clinic                   | Rochelle, IL |

*Table 2: Projected Enrollments*

| Medical Assistant Certificate | First Year | Second Year | Third Year |
|-------------------------------|------------|-------------|------------|
|-------------------------------|------------|-------------|------------|

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|------------------------|----|----|----|
| Full-Time Enrollments: | 10 | 10 | 10 |
| Part-Time Enrollments: | 0  | 0  | 0  |
| Completions:           | 8  | 9  | 9  |

**Financial / Budgetary Information:** The program will require one (1) new full-time and two (2) new part-time faculty the first year. Qualified faculty will hold either a Bachelor’s degree in a related Health Science field or an Associate’s degree in Medical Assisting, and a current Certified Medical Assistant credential, three (3) years of related occupational experience and one year teaching experience. All facilities are adequately in place to support the program. Funds for faculty and equipment are budgeted for each of the first three years. The program will otherwise be supported fiscally through student tuition and fees.

*Table 3: Financial Information*

|                        | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|------------------------|-------------------|--------------------|-------------------|
| Faculty Costs          | \$25,000          | \$50,000           | \$51,375          |
| Administrator Costs    | 0                 | 0                  | 0                 |
| Other Personnel costs  | 0                 | 0                  | 0                 |
| Equipment Costs        | \$40,000          | \$3,000            | \$3,000           |
| Library/LRC Costs      | 0                 | 0                  | 0                 |
| Facility Costs*        | 0                 | 0                  | 0                 |
| Other (specify)        | 0                 | 0                  | 0                 |
| <b>TOTAL NEW COSTS</b> | <b>\$65,000</b>   | <b>\$53,000</b>    | <b>\$54,375</b>   |

*Table 4: Faculty Requirements*

|                  | <b>First Year</b> |                  | <b>Second Year</b> |                  | <b>Third Year</b> |                  |
|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|
|                  | <b>Full-time</b>  | <b>Part-time</b> | <b>Full-Time</b>   | <b>Part-time</b> | <b>Full-Time</b>  | <b>Part-time</b> |
| New Faculty      | 1                 | 0                | 0                  | 0                | 0                 | 0                |
| Existing Faculty | 0                 | 3                | 1                  | 3                | 1                 | 3                |

**Kishwaukee College**

**Technology & Manufacturing A.A.S. degree (60 credit hours)**

**Program Purpose:** The program will prepare individuals for entry-level employment in industrial maintenance within industries and for employers that use automated engineering technology, computer-aided design technology, and general manufacturing technology.

**Catalog Description:** This degree is intended to prepare students for the diverse field of industrial maintenance. Using an interdisciplinary approach students learn key concepts necessary to successfully construct, install, repair, and maintain a host of electrical and mechanical industrial processes and applications. Critical skills include print reading, industrial safety, electrical troubleshooting, preventative maintenance practices, welding, machining, and automated systems diagnosis and repairs.

**Curricular Information:** The curriculum requires 17 credit hours of general education coursework, and 43 credit hours of required career and technical education coursework. The career and technical component includes instruction in technical graphics/CAD, PLC systems, metrology, manufacturing safety, manufacturing processes, fundamentals of welding, and fabrication. Students will have the option of specializing in the areas of automated engineering technology, computer-aided design, industrial electronics or welding. Practical and work-based learning experiences are available, however not required as it is anticipated many students will already be employed in related fields. Assessment of student learning will be achieved through evaluation of a student's educational portfolio, containing artifacts of educational achievement towards learning outcomes.

**Justification for Credit hours required for the degree:** N/A.

**Accrediting Information:** N/A.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of manufacturing-related occupations is expected to increase by an average of 2.7% statewide through 2026. The college provide multiple letters of support from local employers interested in program graduates. It is important to note the college currently offers stand-alone programs in automated engineering technology, CAD technology, electronics, welding and industrial maintenance, and that the proposed curriculum combines aspects of the existing content into a more marketable & relevant training program.

*Table 1: Employer Partners*

| <b>Employers</b>           | <b>Location</b>       |
|----------------------------|-----------------------|
| 3M                         | DeKalb, IL            |
| Auto Meter Products        | Sycamore, IL          |
| Barnes International       | Rockford, IL          |
| Blount International       | Oregon, IL            |
| Cain Millwork              | Rochelle, IL          |
| Crest Foods                | Ashton, IL            |
| Custom Welding & Repair    | DeKalb, IL            |
| Dawn Equipment Company     | Sycamore, IL          |
| FPE Automation             | Elk Grove Village, IL |
| H R Phillips Refrigeration | Aurora, IL            |
| Ideal Industries           | DeKalb, IL            |
| Ingersoll Cutting Tool     | Rockford, IL          |
| Omron Automation Americas  | Hoffman Estates, IL   |
| R&D Thiel                  | Belvidere, IL         |
| Sauber Manufacturing       | Virgil, IL            |

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| Simpson Technologies       | Aurora, IL     |
| SK Hand Tool, Inc.         | Sycamore, IL   |
| Swenson Spreaders          | Lindenwood, IL |
| Tarryn T Design            | DeKalb, IL     |
| Walt LTD                   | DeKalb, IL     |
| William E. Hanna Surveyors | DeKalb, IL     |

*Table 2: Projected Enrollments*

| Technology & Manufacturing AAS | First Year | Second Year | Third Year |
|--------------------------------|------------|-------------|------------|
| Full-Time Enrollments:         | 12         | 18          | 24         |
| Part-Time Enrollments:         | 8          | 8           | 16         |
| Completions:                   | 0          | 12          | 18         |

**Financial / Budgetary Information:** Two (2) existing full-time faculty and 11 existing part-time faculty will be necessary to implement the program. Qualified faculty will hold a Bachelor's degree in Manufacturing Technology, Electronics Technology, Computer-Aided Design Technology or a closely related field, at least three years of related work experience, and one year teaching experience preferred. Facilities and equipment are in place to adequately support the program. The program will otherwise be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

|                             | First Year     | Second Year    | Third Year     |
|-----------------------------|----------------|----------------|----------------|
| Faculty Costs               | 0              | 0              | 0              |
| Administrator Costs         | \$1,000        | \$1,500        | \$2,000        |
| Other Personnel Costs       | 0              | 0              | 0              |
| Equipment Costs             | 0              | 0              | 0              |
| Library/LRC Costs           | 0              | 0              | 0              |
| Facility Costs*             | 0              | 0              | 0              |
| Other (student competition) | 0              | 0              | 0              |
| <b>TOTAL NEW COSTS</b>      | <b>\$1,000</b> | <b>\$1,500</b> | <b>\$2,000</b> |

*Table 4: Faculty Requirements*

|                  | First Year |           | Second Year |           | Third Year |           |
|------------------|------------|-----------|-------------|-----------|------------|-----------|
|                  | Full-Time  | Part-time | Full-Time   | Part-time | Full-Time  | Part-time |
| New Faculty      | 0          | 0         | 0           | 0         | 0          | 0         |
| Existing Faculty | 2          | 11        | 2           | 11        | 2          | 11        |

**McHenry County College**

**Entrepreneurial Agriculture A.A.S. degree (60 credit hours)**

**Program Purpose:** The program will prepare individuals for entry-level employment on farms of various sizes, types and production models, as well as prepare individuals interested in pursuing their own farming operations, or to assume ownership of a family farm.

**Catalog Description:** The A.A.S. in Entrepreneurial Agriculture provides students with the foundations necessary to be successful farmers/business owners in the changing economies of agriculture. Students learn foundational skills in agriculture (primarily vegetable and fruit production), alongside critical business skills, marketing and entrepreneurial skills. Having a base in both technical farming skills and entrepreneurial skills will equip students to succeed in agriculture and local/regional food markets by taking advantage of agricultural trends and the growing opportunity in local/regional foods.

**Curricular Information:** The degree program requires 15 credit hours of general education coursework and 45 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in introduction to agriculture, plant science, soil science, plant problem diagnosis, fruit and vegetable crops, regional agriculture marketing, horticulture mechanics, introduction to business, introduction to entrepreneurship, entrepreneurship planning, professional selling, integrated office applications, a required agriculture practicum, and a required internship. Assessment of student learning will be achieved through evaluation of the student's performance during the practical learning and internship experiences.

**Justification for Credit hours required for the degree:** N/A.

**Accrediting Information:** N/A.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of agriculture-related occupations is expected to increase by an average of 5.8% statewide through 2026. Eleven community colleges offer a related A.A.S. degree in agri-business or agriculture management, but no neighboring colleges offer this program.

*Table 1: Employer Partners*

| <b>Employers</b>        | <b>Location</b>      |
|-------------------------|----------------------|
| Alden Hills Organic     | Alden, IL            |
| Van Laar's Fruit Farm   | Capron, IL           |
| Hazzard Free Farm       | Grayslake, IL        |
| Brook Popcorn Farm      | Harvard, IL          |
| Middlebury Farms        | Harvard, IL          |
| Midnight Sun Farms      | Harvard, IL          |
| Piscasaw Gardens        | Harvard, IL          |
| Twin Gardens            | Harvard, IL          |
| Royal Oak Farm          | Harvard, IL          |
| Wild Roots Farm         | Harvard, IL          |
| Sandbox Organics        | Hebron, IL           |
| Purewater Aquaponics    | Lake Zurich, IL      |
| Hasselmann Farm         | Marengo, IL          |
| Broadview Farm & Garden | Marengo, IL          |
| Bartman Family Farm     | Marengo, IL          |
| AquaVerde Aquaponics    | McHenry, IL          |
| Nichols Farm & Orchard  | Richmond, IL         |
| Goebberts Farm & Garden | South Barrington, IL |

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|                     |               |
|---------------------|---------------|
| Terre Vitae Farms   | Woodstock, IL |
| Hidden Hive Flowers | Woodstock, IL |

*Table 2: Projected Enrollments*

| Entrepreneurial<br>Agriculture AAS | First Year | Second Year | Third Year |
|------------------------------------|------------|-------------|------------|
| Full-Time Enrollments:             | 5          | 8           | 10         |
| Part-Time Enrollments:             | 5          | 7           | 10         |
| Completions:                       | 0          | 8           | 15         |

**Financial / Budgetary Information:** Two (2) existing and one (1) new full-time faculty, plus two (2) new and two (2) existing part-time faculty will be necessary to implement the program. Qualified faculty will hold a Bachelor’s degree in Agriculture or closely related field, at least four years of work experience, and one year teaching experience preferred. Facilities are in place to adequately support the program. Sizable equipment purchases will also be required to implement the program. The program will otherwise be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

|                                | First Year       | Second Year      | Third Year       |
|--------------------------------|------------------|------------------|------------------|
| Faculty Costs                  | \$95,000         | \$105,000        | \$105,000        |
| Administrator Costs            | 0                | 0                | 0                |
| Other Personnel Costs          | 0                | 0                | 0                |
| Equipment Costs                | \$85,000         | \$15,000         | \$15,000         |
| Library/LRC Costs              | \$2,000          | \$500            | \$500            |
| Facility Costs*                | 0                | 0                | 0                |
| Other (student<br>competition) | 0                | 0                | 0                |
| <b>TOTAL NEW COSTS</b>         | <b>\$182,000</b> | <b>\$120,500</b> | <b>\$120,500</b> |

*Table 4: Faculty Requirements*

|                  | First Year |           | Second Year |           | Third Year |           |
|------------------|------------|-----------|-------------|-----------|------------|-----------|
|                  | Full-Time  | Part-time | Full-Time   | Part-time | Full-Time  | Part-time |
| New Faculty      | 1          | 2         | 0           | 1         | 0          | 0         |
| Existing Faculty | 2          | 2         | 3           | 4         | 3          | 5         |

**Waubonsee Community College**  
**Paralegal A.A.S. degree (60 credit hours)**

**Paralegal Post-Associate degree Certificate (30 credit hours)**

**Program Purpose:** The A.A.S. degree program will prepare individuals for entry-level employment as paralegals and legal assistants.

The Post-Associate degree Certificate program will prepare individuals whom already have an associate's degree for entry-level employment as a paralegal or legal assistant.

**Catalog Description:** Paralegal AAS degree: This degree is an educational experience focusing on the practical skills needed to succeed as a paralegal. This program includes legal fundamentals and core paralegal skills as well as substantive topics of law, including torts, contracts, business organization and corporate law. Paralegals and legal assistants play an integral role in assisting lawyers and their clients with a variety of tasks. From conducting research and preparing legal documents for hearings, trials or corporate meetings to being involved in courts, law firms and government agencies, paralegals and legal assistants are part of an important, fast-paced team within the legal system.

Paralegal Post-Associate degree Certificate: Paralegals play an integral role in assisting lawyers and their clients with a variety of tasks including conducting research and preparing legal documents for hearings or trials to being involved in courts, law firms and government agencies. The certificate program focuses on the essential competencies required in the paralegal profession. Research, writing, technology and legal principals across a variety of areas of law will be emphasized. This certificate is intended for a student who already earned an A.A. or A.S. degree from an accredited educational institution.

**Curricular Information:** The A.A.S. degree curriculum consists of 18 credit hours of general education and 42 credit hours of required career and technical education. The career and technical component includes instruction in introduction to paralegal, introductory and intermediate legal research and writing, legal technology, criminal law, professional responsibility and legal ethics, a required work-based learning experience, and technical electives in the areas of environmental law, immigration law, real estate law, family law, and tort/injury and insurance law. Assessment of student learning will be achieved through evaluation of a portfolio containing artifacts of the student's educational achievements.

The Certificate program includes a subset of the A.A.S. degree requiring 30 credit hours of career and technical coursework in introduction to paralegal, introductory and intermediate legal research and writing, legal technology, criminal law, professional responsibility and legal ethics, and a choice of technical electives, including the work-based learning experience, from the same related areas of study.

**Justification for Credit hours required:** N/A.

**Accrediting Information:** Each course and the curriculum were designed according to American Bar Association (ABA) Standards. The college will begin the process of applying for voluntary program accreditation through the ABA once the program has been approved by all necessary State Boards and one class of students has graduated.

**Supporting Labor Market Data (including employer partners):** Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "paralegals" is expected to increase by an average of 15.6% statewide through 2026. Currently, there are only 12 community colleges statewide offering a paralegal degree program.

*Table 1: Employer Partners*

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| <b>Employers</b> | <b>Location</b> |
|------------------|-----------------|
|------------------|-----------------|

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Agenda Item #10.1  
September 20, 2019

|  |                 |
|--|-----------------|
| Circuit Clerk of Kendall County          | Yorkville, IL   |
| Kane County Circuit Court                | St. Charles, IL |
| Immigration Law Office of Jeremy Lime    | Aurora, IL      |
| Van A. Larson, P.C.                      | Batavia, IL     |
| Administrative Office of the IL Courts   | Chicago, IL     |
| Immigration Law Office of Moises Barraza | Aurora, IL      |
| Gil Law Group, P.C.                      | Aurora, IL      |
| American Bar Association                 | Chicago, IL     |
| The County of DuPage                     | Wheaton, IL     |

*Table 2: Projected Enrollments*

| <b>Paralegal AAS</b>   | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 6                 | 6                  | 6                 |
| Part-Time Enrollments: | 12                | 12                 | 12                |
| Completions:           | -                 | 10                 | 10                |

| <b>Paralegal Post-Assoc degree Certificate</b> | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|--|-------------------|--------------------|-------------------|
| Full-Time Enrollments:                         | 5                 | 5                  | 5                 |
| Part-Time Enrollments:                         | 10                | 10                 | 10                |
| Completions:                                   | 5                 | 8                  | 10                |

**Financial / Budgetary Information:** The programs will require one (1) new and one (1) existing part-time faculty the first year. Qualified faculty will hold a Juris Doctorate in Law, and at least an Associate's degree in Paralegal Studies, at least two years of related work experience, and two years teaching experience preferred. Facilities are in place to adequately support the program. The program will otherwise be fiscally supported through student tuition and fees.

*Table 3: Financial Information*

|                        | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> |
|------------------------|-------------------|--------------------|-------------------|
| Faculty Costs          | \$24,750          | \$25,500           | \$26,250          |
| Administrator Costs    | 0                 | 0                  | 0                 |
| Other Personnel costs  | 0                 | 0                  | 0                 |
| Equipment Costs        | 0                 | 0                  | 0                 |
| Library/LRC Costs      | 0                 | 0                  | 0                 |
| Facility Costs*        | 0                 | 0                  | 0                 |
| Other (specify)        | 0                 | 0                  | 0                 |
| <b>TOTAL NEW COSTS</b> | <b>\$24,750</b>   | <b>\$25,500</b>    | <b>\$26,250</b>   |

*Table 4: Faculty Requirements*

|                  | <b>First Year</b> |                  | <b>Second Year</b> |                  | <b>Third Year</b> |                  |
|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|
|                  | <b>Full-Time</b>  | <b>Part-time</b> | <b>Full-Time</b>   | <b>Part-time</b> | <b>Full-Time</b>  | <b>Part-time</b> |
| New Faculty      | 0                 | 1                | 0                  | 1                | 0                 | 1                |
| Existing Faculty | 0                 | 1                | 0                  | 2                | 0                 | 3                |

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

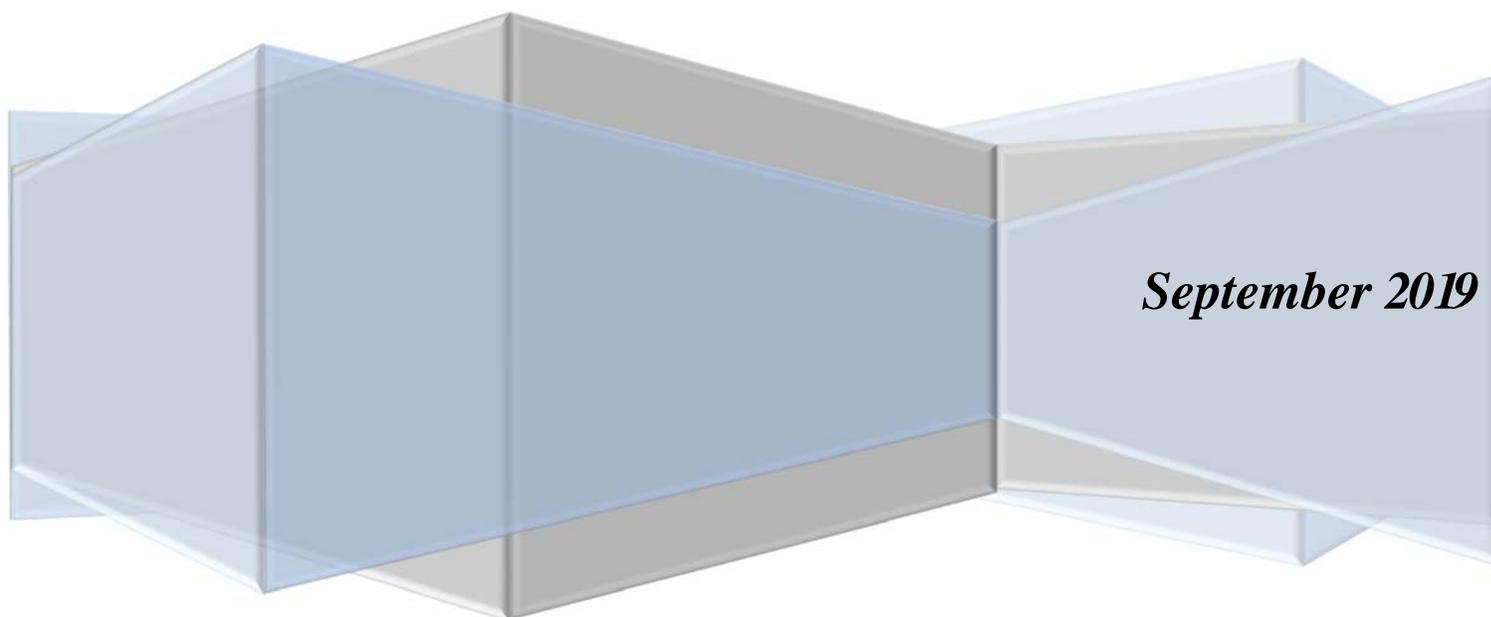


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## **RECOGNITION REPORT**

### **CITY COLLEGES OF CHICAGO**

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## 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)

| <b>Fiscal Year Collected</b>                    | <b>2018</b>  | <b>2017</b>   | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---|--------------|---------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>                      | 2017         | 2016          | 2015        | 2014        | 2013        |
| Final Submission – <b>(07/15)*</b>              | 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% |
|-----------------------------------|-------|-------|---------|---------|---------|

\*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)**

| <b>Fiscal Year Collected</b>                      | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|-------------|-------------|--------------|--------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|------------------------------|-------------|-------------|--------------|--------------|-------------|
| 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)**

|                                       |             |             |              |             |             |
|---------------------------------------|-------------|-------------|--------------|-------------|-------------|
| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> | <b>2014</b> |
| 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)**

|                                       |             |              |               |              |             |
|---------------------------------------|-------------|--------------|---------------|--------------|-------------|
| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b>  | <b>2016</b>   | <b>2015</b>  | <b>2014</b> |
| 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)**

| <b>Fiscal Year Collected</b>                                | <b>2018</b> | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|-------------|--------------|--------------|--------------|-------------|
| 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<br>% coded as unknown  | 5.89%       | 12.79%       | 0.00%        | 1.11%        | 2.42%       |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%       | 0.00%        | 0.00%        | 0.00%        | 0.00%       |
| Scholarship Coverage in Final Sub.<br>% 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**

| <b>Fiscal Year Collected</b>    | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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)**

|                              |             |             |              |               |             |
|------------------------------|-------------|-------------|--------------|---------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>   | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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\***

| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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)**

|                                       |             |             |             |             |              |
|---------------------------------------|-------------|-------------|-------------|-------------|--------------|
| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b>  |
| 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)**

|                                   |             |             |             |              |             |
|-----------------------------------|-------------|-------------|-------------|--------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b>  | <b>2014</b> |
| 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)**

| <b>Fiscal Year Collected</b>                      | <b>2018</b>  | <b>2017</b>   | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---|--------------|---------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>                    | <b>2018</b>  | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|--------------|--------------|--------------|--------------|-------------|
| Fiscal Year <i>of Data</i>                      | 2017         | 2016         | 2015         | 2014         | 2013        |
| Final Submission – <b>(08/01)*</b>              | 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)**

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

|   |          |             |              |              |      |
|---|----------|-------------|--------------|--------------|------|
| Final Submission – <b>(09/01)**</b>               | 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---------------------------------------|-------------|-------------|--------------|--------------|-------------|
| Fiscal Year <i>of Data</i>            | 2017        | 2016        | 2015         | 2014         | 2013        |
| Final Submission <b>(09/01)*</b>      | 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> | <b>2014</b> |
|---------------------------------------|-------------|-------------|--------------|-------------|-------------|
| Fiscal Year <i>of Data</i>            | 2017        | 2016        | 2015         | 2014        | 2013        |
| Final Submission <b>(09/01)**</b>     | 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)

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b>  | <b>2016</b>   | <b>2015</b>  | <b>2014</b> |
|---------------------------------------|-------------|--------------|---------------|--------------|-------------|
| Fiscal Year <i>of Data</i>            | 2017        | 2016         | 2015          | 2014         | 2013        |
| Final Submission – <b>(09/01)*</b>    | 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)

| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(10/01)*</b> | 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<br>% coded as unknown  | 4.89%   | 10.49%       | 0.00%        | 3.97%        | 4.29%   |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%   | 0.00%        | 0.00%        | 0.00%        | 0.00%   |
| Scholarship Coverage in Final Sub.<br>% 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

|                                 |             |             |             |             |             |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>    | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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)

|                                       |             |             |             |             |             |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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% |
|--------------------------------|-------|-------|-------|-------|-------|

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

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

|                              |             |             |              |               |             |
|------------------------------|-------------|-------------|--------------|---------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>   | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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\***

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                    |             |             |             |             |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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 of Data                   | 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 of Data                        | 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)**

| <b>Fiscal Year Collected</b>                      | <b>2018</b>  | <b>2017</b>   | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---|--------------|---------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>                        | 2017         | 2016          | 2015        | 2014        | 2013        |
| Final Submission – <b>(07/15)*</b>                | 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)**

| <b>Fiscal Year Collected</b>       | <b>2018</b>  | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|------------------------------------|--------------|--------------|--------------|--------------|-------------|
| Fiscal Year <i>of Data</i>         | 2017         | 2016         | 2015         | 2014         | 2013        |
| Final Submission – <b>(08/01)*</b> | 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<br>no value or .   | 0.00%  | 0.00%  | 0.00%   | 0.00%   | 0.00%   |
| % Unknown Entry Intent in Final<br>unknown         | 20.09% | 15.21% | 5.65%   | 6.03%   | 5.72%   |
| % Unknown Current Intent in Final<br>no value or . | 0.00%  | 0.00%  | 0.00%   | 0.00%   | 0.00%   |
| % Unknown Current Intent in Final<br>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<br>no value or . | 0.00%  | 0.00%  | 0.00%   | 0.00%   | 0.00%   |
| % Unknown Highest Degree in Final<br>unknown       | 5.38%  | 7.44%  | 7.80%   | 5.41%   | 5.35%   |
| % Unknown HS Rank in Final<br>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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---------------------------------------|-------------|-------------|--------------|--------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>   | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> | <b>2014</b> |
|--------------------------------|-------------|-------------|--------------|-------------|-------------|
| 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<br>% 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**

| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(10/15)*</b> | 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**

| <b>Fiscal Year Collected</b>     | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>       | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission <b>(11/01)*</b> | 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\***

| <b>Fiscal Year Collected</b>     | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>       | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission <b>(02/15)*</b> | 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

|                                    |          |          |          |          |      |
|------------------------------------|----------|----------|----------|----------|------|
| 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

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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)

|                              |             |             |             |             |              |
|------------------------------|-------------|-------------|-------------|-------------|--------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b>  |
| 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>= 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<br>no value or . | 0.00%    | 0.00%    | 0.00%       | 0.00%        | 0.00%    |
| % Unknown Ethnicity in Final<br>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)**

| <b>Fiscal Year Collected</b>                  | <b>2018</b>  | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|--------------|--------------|--------------|--------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>                      | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|-------------|-------------|--------------|--------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---------------------------------------|-------------|--------------|--------------|--------------|-------------|
| Fiscal Year <i>of Data</i>            | 2017        | 2016         | 2015         | 2014         | 2013        |
| Final Submission <b>(09/01)*</b>      | 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> | <b>2014</b> |
|---------------------------------------|-------------|-------------|--------------|-------------|-------------|
| Fiscal Year <i>of Data</i>            | 2017        | 2016        | 2015         | 2014        | 2013        |
| Final Submission <b>(09/01)**</b>     | 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)**

| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2017        | 2016        | 2015        | 2014        | 2013        |
| Final Submission – <b>(09/01)*</b> | 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)

| <b>Fiscal Year Collected</b>                                | <b>2018</b> | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|-------------|--------------|--------------|--------------|-------------|
| 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<br>% coded as unknown  | 2.76%       | 5.75%        | 0.00%        | 1.05%        | 1.86%       |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%       | 0.00%        | 0.00%        | 0.00%        | 0.00%       |
| Scholarship Coverage in Final Sub.<br>% 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

| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b>  | <b>2017</b>   | <b>2016</b>   | <b>2015</b>   | <b>2014</b>   |
|---------------------------------------|--------------|---------------|---------------|---------------|---------------|
| Fiscal Year <i>of Data</i>            | 2018         | 2017          | 2016          | 2015          | 2014          |
| Final Submission – <b>(10/15)*</b>    | 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)**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>   | <b>2014</b> |
|-----------------------------------|-------------|-------------|--------------|---------------|-------------|
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016         | 2015          | 2014        |
| Final Submission – <b>(10/15)</b> | 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**

| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(10/15)*</b> | 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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\***

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                    |             |             |             |             |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>   | <b>2015</b>   | <b>2014</b>   |
|---------------------------------------|-------------|-------------|---------------|---------------|---------------|
| 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 |
|------------------------------|------|------|----|-----|-----|

\*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)**

| <b>Fiscal Year Collected</b>               | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b>  | <b>2014</b> |
|--|-------------|-------------|-------------|--------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>                    | <b>2018</b>  | <b>2017</b>   | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---|--------------|---------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>                    | <b>2018</b>  | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|--------------|--------------|--------------|--------------|-------------|
| Fiscal Year <i>of Data</i>                      | 2017         | 2016         | 2015         | 2014         | 2013        |
| Final Submission – <b>(08/01)*</b>              | 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)**

|                                       |             |             |              |              |              |
|---------------------------------------|-------------|-------------|--------------|--------------|--------------|
| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b>  |
| Fiscal Year <i>of Data</i>            | 2017        | 2016        | 2015         | 2014         | 2013         |
| Final Submission <b>(09/01)**</b>     | 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)**

|                                       |             |              |               |              |             |
|---------------------------------------|-------------|--------------|---------------|--------------|-------------|
| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b>  | <b>2016</b>   | <b>2015</b>  | <b>2014</b> |
| Fiscal Year <i>of Data</i>            | 2017        | 2016         | 2015          | 2014         | 2013        |
| Final Submission – <b>(09/01)*</b>    | 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)**

| <b>Fiscal Year Collected</b>                                | <b>2018</b> | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|-------------|--------------|--------------|--------------|-------------|
| 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<br>% coded as unknown  | 7.39%       | 13.36%       | 0.00%        | 3.92%        | 4.45%       |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%       | 0.00%        | 0.00%        | 0.00%        | 0.00%       |
| Scholarship Coverage in Final Sub.<br>% 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**

| <b>Fiscal Year Collected</b>    | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>            | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(10/15)*</b>    | 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)**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>   | <b>2014</b> |
|-----------------------------------|-------------|-------------|--------------|---------------|-------------|
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016         | 2015          | 2014        |
| Final Submission – <b>(10/15)</b> | 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**

| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(10/15)*</b> | 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**

| <b>Fiscal Year Collected</b>     | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>       | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission <b>(11/01)*</b> | 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 |
|------------|---------|---------|-------------|---------|---------|

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

**Spring Semester Enrollment Survey\***

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                    |             |             |             |             |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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**

| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b>  |
|---------------------------------------|-------------|-------------|-------------|-------------|--------------|
| 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)**

| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>                      | <b>2018</b>  | <b>2017</b>   | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---|--------------|---------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>                        | 2017         | 2016          | 2015        | 2014        | 2013        |
| Final Submission – <b>(07/15)*</b>                | 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% |
|---|-------|-------|--------|--------|--------|

\*Due 07/17 in FY 18

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

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

| <b>Fiscal Year Collected</b>                    | <b>2018</b>  | <b>2017</b>  | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|--------------|--------------|--------------|--------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b>                      | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---|-------------|-------------|--------------|--------------|-------------|
| Fiscal Year <i>of Data</i>                        | 2017        | 2016        | 2015         | 2014         | 2013        |
| Final Submission – <b>(09/01)**</b>               | 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
|---------------------------------------|-------------|-------------|--------------|--------------|-------------|
| Fiscal Year <i>of Data</i>            | 2017        | 2016        | 2015         | 2014         | 2013        |
| Final Submission <b>(09/01)*</b>      | 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b>  |
|---------------------------------------|-------------|-------------|--------------|--------------|--------------|
| 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b>  | <b>2016</b>   | <b>2015</b>  | <b>2014</b> |
|---------------------------------------|-------------|--------------|---------------|--------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

|   |          |              |              |              |              |
|---|----------|--------------|--------------|--------------|--------------|
| 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<br>% coded as unknown  | 5.32%    | 11.31%       | 0.00%        | 0.86%        | 1.45%        |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%    | 0.00%        | 0.00%        | 0.00%        | 0.00%        |
| Scholarship Coverage in Final Sub.<br>% 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

|                                 |             |             |             |             |             |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>    | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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)

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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)**

|                              |             |             |              |               |             |
|------------------------------|-------------|-------------|--------------|---------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>   | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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\***

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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

|                                    |             |             |             |             |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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>= 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)**

| <b>Fiscal Year Collected</b>                      | <b>2018</b>  | <b>2017</b>   | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---|--------------|---------------|-------------|-------------|-------------|
| 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)**

| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

| Fiscal Year <i>of Data</i>                         | 2017         | 2016         | 2015         | 2014         | 2013     |
|--|--------------|--------------|--------------|--------------|----------|
| Final Submission – <b>(08/01)*</b>                 | 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<br>no value or .   | 0.00%        | 0.00%        | 0.00%        | 0.00%        | 0.00%    |
| % Unknown Entry Intent in Final<br>unknown         | 17.65%       | 15.45%       | 8.40%        | 10.37%       | 9.92%    |
| % Unknown Current Intent in Final<br>no value or . | 0.00%        | 0.00%        | 0.00%        | 0.00%        | 0.00%    |
| % Unknown Current Intent in Final<br>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<br>no value or . | 0.00%        | 0.00%        | 0.00%        | 0.00%        | 0.00%    |
| % Unknown Highest Degree in Final<br>unknown       | 6.04%        | 7.97%        | 10.61%       | 5.25%        | 1.92%    |
| % Unknown HS Rank in Final<br>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 – <b>(09/01)**</b> | 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)

|                                       |             |             |              |              |             |
|---------------------------------------|-------------|-------------|--------------|--------------|-------------|
| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b> |
| 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)

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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<br>% coded as unknown  | 4.44%  | 10.76% | 0.00%  | 2.70%  | 4.13%  |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| Scholarship Coverage in Final Sub.<br>% 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 |
|-----------------------|------|------|------|------|------|
|-----------------------|------|------|------|------|------|

|                            |      |      |              |               |          |
|----------------------------|------|------|--------------|---------------|----------|
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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\***

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                    |             |             |             |             |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>       | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b>  |
|---------------------------------------|-------------|-------------|-------------|-------------|--------------|
| Fiscal Year <i>of Data</i>            | 2017        | 2016        | 2015        | 2014        | 2013         |
| Final Submission – <b>(5/30)**</b>    | 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)

| <b>Fiscal Year Collected</b>               | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b>  | <b>2014</b> |
|--|-------------|-------------|-------------|--------------|-------------|
| Fiscal Year <i>of Data</i>                 | 2018        | 2017        | 2016        | 2015         | 2014        |
| Final Submission – <b>(6/15)*</b>          | 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



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## **RECOGNITION REPORT**

### **HARPER COLLEGE**

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A 3D rendering of a blue and grey award ribbon or banner. The ribbon is shown in a perspective view, with the text 'September, 2019' printed on the right side in a black, italicized serif font.

*September, 2019*

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)**

| <b>Fiscal Year Collected</b>                      | <b>2019</b> | <b>2018</b>  | <b>2017</b>   | <b>2016</b> | <b>2015</b>  |
|---|-------------|--------------|---------------|-------------|--------------|
| Fiscal Year <i>of Data</i>                        | 2018        | 2017         | 2016          | 2015        | 2014         |
| Final Submission – <b>(07/15)*</b>                | 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)**

| <b>Fiscal Year Collected</b>                       | <b>2019</b> | <b>2018</b>  | <b>2017</b>  | <b>2016</b>  | <b>2015</b> |
|--|-------------|--------------|--------------|--------------|-------------|
| Fiscal Year <i>of Data</i>                         | 2018        | 2017         | 2016         | 2015         | 2014        |
| Final Submission – <b>(08/01)*</b>                 | 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<br>no value or .   | 0.00%       | 0.00%        | 0.00%        | 0.00%        | 0.00%       |
| % Unknown Entry Intent in Final<br>unknown         | 6.52%       | 8.12%        | 10.46%       | 13.38%       | 16.29%      |
| % Unknown Current Intent in Final<br>no value or . | 0.00%       | 0.00%        | 0.00%        | 0.00%        | 0.00%       |
| % Unknown Current Intent in Final<br>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<br>no value or . | 0.00%       | 0.00%        | 0.00%        | 0.00%        | 0.00%       |
| % Unknown Highest Degree in Final<br>unknown       | 1.68%       | 1.74%        | 5.05%        | 6.24%        | 6.50%       |
| % Unknown HS Rank in Final<br>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)**

| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

|   |          |          |          |              |          |
|---|----------|----------|----------|--------------|----------|
| Fiscal Year <i>of Data</i>                        | 2018     | 2017     | 2016     | 2015         | 2014     |
| Final Submission – (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)**

|                                       |             |             |             |              |             |
|---------------------------------------|-------------|-------------|-------------|--------------|-------------|
| <b>Fiscal Year Collected</b>          | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> |
| Fiscal Year <i>of Data</i>            | 2018        | 2017        | 2016        | 2015         | 2014        |
| Final Submission (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)**

| <b>Fiscal Year Collected</b>          | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> |
|---------------------------------------|-------------|-------------|-------------|--------------|-------------|
| Fiscal Year <i>of Data</i>            | 2018        | 2017        | 2016        | 2015         | 2014        |
| Final Submission <b>(09/01)**</b>     | 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)**

| <b>Fiscal Year Collected</b>          | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> |
|---------------------------------------|-------------|-------------|-------------|--------------|-------------|
| Fiscal Year <i>of Data</i>            | 2018        | 2017        | 2016        | 2015         | 2014        |
| Final Submission – <b>(09/01)*</b>    | 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)**

| <b>Fiscal Year Collected</b>       | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – <b>(10/01)*</b> | 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<br>% coded as unknown  | 2.00%        | 1.63%   | 13.63%       | 15.63%      | 20.61%      |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%        | 0.00%   | 0.00%        | 0.00%       | 0.00%       |
| Scholarship Coverage in Final Sub.<br>% 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

|                                 |             |             |             |              |             |
|---------------------------------|-------------|-------------|-------------|--------------|-------------|
| <b>Fiscal Year Collected</b>    | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> |
| Fiscal Year <i>of Data</i>      | 2019        | 2018        | 2017        | 2016         | 2015        |
| Final Submission – (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)

|                                       |             |             |             |              |             |
|---------------------------------------|-------------|-------------|-------------|--------------|-------------|
| <b>Fiscal Year Collected</b>          | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> |
| Fiscal Year <i>of Data</i>            | 2019        | 2018        | 2017        | 2016         | 2015        |
| Final Submission – (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)**

| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|--------------|-------------|
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016         | 2015        |
| Final Submission – (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**

| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – (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**

| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b>  | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|--------------|-------------|-------------|
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017         | 2016        | 2015        |
| Final Submission (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\***

| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission (02/15)*    | 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 |
|------------|---------|---------|---------|---------|-------------|

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

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

**African American Employment Plan Survey**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/24/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/24/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/24/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/24/19    | 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<br>no value or . | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| % Unknown Ethnicity in Final<br>unknown       | 11.70% | 11.63% | 16.05% | 45.99% | 27.77% |

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

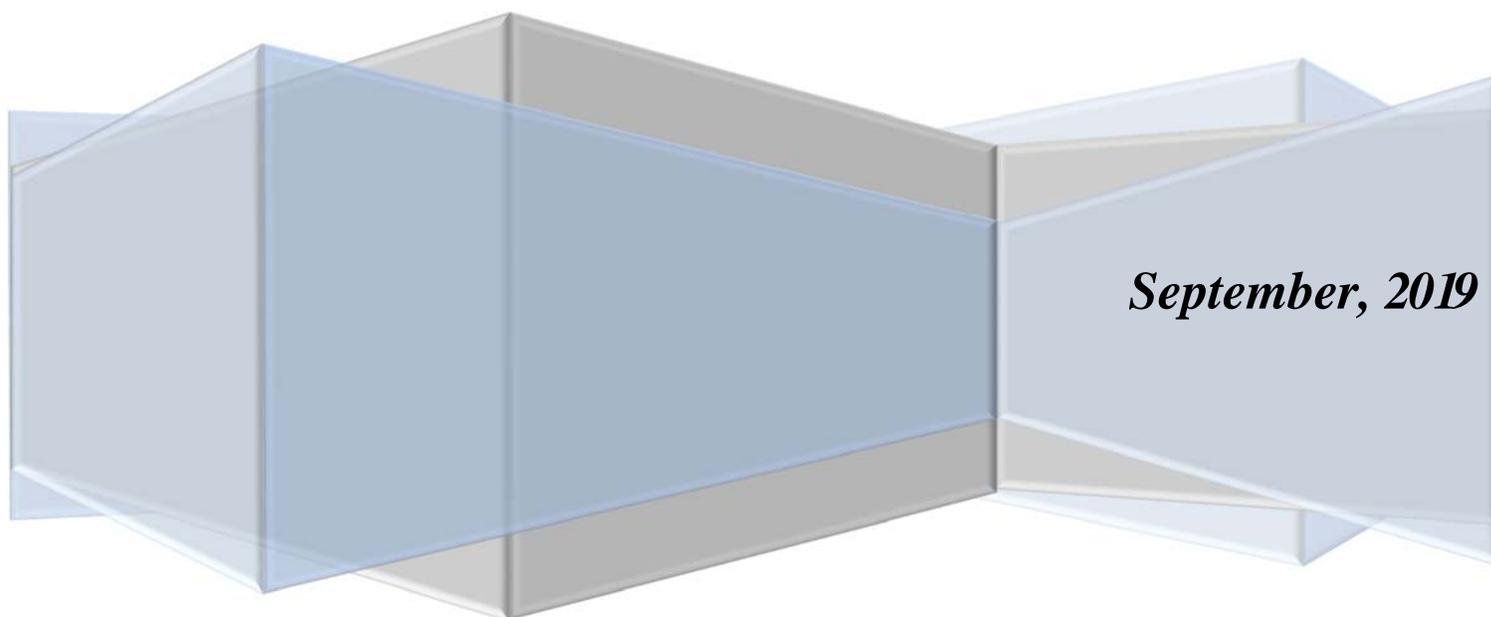


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## **RECOGNITION REPORT**

# **SHAWNEE COMMUNITY COLLEGE**

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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)**

| <b>Fiscal Year Collected</b>                      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>                        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(07/15)*</b>                | 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)**

| <b>Fiscal Year Collected</b>                    | <b>2019</b>  | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b>  |
|---|--------------|-------------|-------------|-------------|--------------|
| Fiscal Year <i>of Data</i>                      | 2018         | 2017        | 2016        | 2015        | 2014         |
| Final Submission – <b>(08/01)*</b>              | 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)**

| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

|   |              |          |          |          |          |
|---|--------------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i>                        | 2018         | 2017     | 2016     | 2015     | 2014     |
| Final Submission – (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)**

|                                       |              |             |             |             |             |
|---------------------------------------|--------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>          | <b>2019</b>  | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>            | 2018         | 2017        | 2016        | 2015        | 2014        |
| Final Submission (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)**

| <b>Fiscal Year Collected</b>          | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>            | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission <b>(09/01)**</b>     | 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)**

| <b>Fiscal Year Collected</b>          | <b>2019</b>  | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|---------------------------------------|--------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>            | 2018         | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(09/01)*</b>    | 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)**

| <b>Fiscal Year Collected</b>       | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – <b>(10/01)*</b> | 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<br>% coded as unknown  | 9.16%        | 5.98%   | 3.13%       | 2.69%   | 4.89%   |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%        | 0.00%   | 0.00%       | 0.00%   | 0.00%   |
| Scholarship Coverage in Final Sub.<br>% 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)**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – <b>(10/15)</b> | 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**

|                                    |             |             |             |             |             |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>       | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>         | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – <b>(10/15)*</b> | 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**

|                                  |              |             |             |             |             |
|----------------------------------|--------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>     | <b>2019</b>  | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>       | 2019         | 2018        | 2017        | 2016        | 2015        |
| Final Submission <b>(11/01)*</b> | 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\***

|                                  |             |             |             |             |             |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>     | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>       | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission <b>(02/15)*</b> | 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**

| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/23/19    | 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**

| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/25/19    | 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**

| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/25/19    | 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**

| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/25/19    | 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**

| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b>  | <b>2016</b> | <b>2015</b> |
|-----------------------------------|-------------|-------------|--------------|-------------|-------------|
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016         | 2015        | 2014        |
| Final Submission Varies See Note* | 01/31/19    | 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)

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| 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)

| <b>Fiscal Year Collected</b>               | <b>2018</b>  | <b>2017</b> | <b>2016</b>  | <b>2015</b> | <b>2014</b>  |
|--|--------------|-------------|--------------|-------------|--------------|
| 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% |
|--------------------------------------|-------|-------|-------|-------|-------|

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



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## **RECOGNITION REPORT**

### **MORTON COLLEGE**

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A 3D graphic consisting of several overlapping, semi-transparent rectangular planes in shades of light blue and grey, creating a complex, geometric shape. The date 'September, 2019' is written in a black, italicized serif font on the right side of the graphic.

*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)**

| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year of Data</b>   | 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<br>no value or .   | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| % Unknown Entry Intent in Final<br>unknown         | 36.22% | 37.75% | 44.31% | 49.78% | 43.92% |
| % Unknown Current Intent in Final<br>no value or . | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| % Unknown Current Intent in Final<br>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<br>no value or . | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| % Unknown Highest Degree in Final<br>unknown       | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 29.48% |
| % Unknown HS Rank in Final<br>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<br>late | on time  | 9 days<br>late | 6 days<br>late |
| Record Count (duplicate<br>completions)              | 639      | 664             | 682      | 1411           | 1025           |
| Total Number of Completions<br>from A1               | 638      | 664             | 680      | 1406           | 1023           |
| More Completions on A2 than on<br>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% |
|-------------------------------------|------|------|------|-------|-------|

\*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<br>% 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**

| <b>Fiscal Year Collected</b>    | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>      | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – (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)**

| <b>Fiscal Year Collected</b>          | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>            | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – (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)**

| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – (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 |
|------------|------|------|------|---------|-------------|

\* The C2 submission was eliminated in FY 17

**Faculty Staff & Salary Supplementary Information**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – (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**

|                              |             |             |              |             |              |
|------------------------------|-------------|-------------|--------------|-------------|--------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b>  | <b>2016</b> | <b>2015</b>  |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017         | 2016        | 2015         |
| Final Submission (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\***

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission (02/15)*    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/18/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/18/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/18/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/18/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 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)**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> | <b>2014</b> |
| 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



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## **RECOGNITION REPORT**

# **ILLINOIS VALLEY COMMUNITY COLLEGE**

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*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)**

| <b>Fiscal Year Collected</b>                      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>                        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(07/15)*</b>                | 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)**

| <b>Fiscal Year Collected</b>       | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>         | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(08/01)*</b> | 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)

|                                       |             |             |             |             |              |
|---------------------------------------|-------------|-------------|-------------|-------------|--------------|
| <b>Fiscal Year Collected</b>          | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b>  |
| Fiscal Year <i>of Data</i>            | 2018        | 2017        | 2016        | 2015        | 2014         |
| Final Submission (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)

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>   | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission (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<br>% coded as unknown  | 0.51%  | 0.15%  | 8.98%  | 9.73%  | 8.11%  |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| Scholarship Coverage in Final Sub.<br>% 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**

|                                 |             |             |             |             |              |
|---------------------------------|-------------|-------------|-------------|-------------|--------------|
| <b>Fiscal Year Collected</b>    | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b>  |
| Fiscal Year <i>of Data</i>      | 2019        | 2018        | 2017        | 2016        | 2015         |
| Final Submission – (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)**

|                                       |             |             |             |              |               |
|---------------------------------------|-------------|-------------|-------------|--------------|---------------|
| <b>Fiscal Year Collected</b>          | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>   |
| Fiscal Year <i>of Data</i>            | 2019        | 2018        | 2017        | 2016         | 2015          |
| Final Submission – (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)**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|

|                            |      |      |      |              |               |
|----------------------------|------|------|------|--------------|---------------|
| Fiscal Year <i>of Data</i> | 2019 | 2018 | 2017 | 2016         | 2015          |
| Final Submission – (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**

|                              |             |             |             |              |              |
|------------------------------|-------------|-------------|-------------|--------------|--------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016         | 2015         |
| Final Submission – (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**

|                              |             |              |             |             |              |
|------------------------------|-------------|--------------|-------------|-------------|--------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b>  | <b>2017</b> | <b>2016</b> | <b>2015</b>  |
| Fiscal Year <i>of Data</i>   | 2019        | 2018         | 2017        | 2016        | 2015         |
| Final Submission (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\***

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission (02/15)*    | 01/28/19    | 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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|

|                                   |          |          |          |          |          |
|-----------------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i>        | 2018     | 2017     | 2016     | 2015     | 2014     |
| Final Submission Varies See Note* | 01/21/19 | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/21/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/14/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/21/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/28/19    | 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)**

| <b>Fiscal Year Collected</b>          | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b>  | <b>2014</b>  |
|---------------------------------------|-------------|-------------|-------------|--------------|--------------|
| 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 $\geq$  30 & 60% when N<30

**Annual Faculty Staff & Salary Data (C3)**

| <b>Fiscal Year Collected</b>               | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  | <b>2014</b>  |
|--|-------------|-------------|--------------|--------------|--------------|
| 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



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## **RECOGNITION REPORT**

# **LINCOLN LAND COMMUNITY COLLEGE**

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*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 (AieL). 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 30<sup>th</sup>,” 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)**

| <b>Fiscal Year Collected</b>                    | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>                      | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – <b>(07/15)*</b>              | 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)**

| <b>Fiscal Year Collected</b>                    | <b>2019</b>  | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b>  |
|---|--------------|-------------|-------------|-------------|--------------|
| Fiscal Year <i>of Data</i>                      | 2018         | 2017        | 2016        | 2015        | 2014         |
| Final Submission – (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)**

| <b>Fiscal Year Collected</b>                      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>                        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission – (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)**

| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission (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 |
|---------------------------------------|---|---|---|---|---|

\* 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 |
|-----------------------|------|------|------|------|------|
|-----------------------|------|------|------|------|------|

|   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| 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<br>% coded as unknown  | 9.02%    | 8.56%    | 7.26%    | 15.22%   | 15.03%   |
| Degree Obj. Coverage in Final<br>% coded with no code       | 0.00%    | 0.00%    | 0.00%    | 0.00%    | 0.00%    |
| Scholarship Coverage in Final Sub.<br>% 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

|                                 |             |             |             |             |             |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>    | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>      | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission – (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)

|                              |                  |                |             |                  |                 |
|------------------------------|------------------|----------------|-------------|------------------|-----------------|
| <b>Fiscal Year Collected</b> | <b>2019</b>      | <b>2018</b>    | <b>2017</b> | <b>2016</b>      | <b>2015</b>     |
| Fiscal Year <i>of Data</i>   | 2019             | 2018           | 2017        | 2016             | 2015            |
| Final Submission – (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<br>late | 3 days<br>late | on time     | 103 days<br>late | 16 days<br>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)**

|                              |             |             |             |              |              |
|------------------------------|-------------|-------------|-------------|--------------|--------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016         | 2015         |
| Final Submission – (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**

|                              |               |             |             |              |              |
|------------------------------|---------------|-------------|-------------|--------------|--------------|
| <b>Fiscal Year Collected</b> | <b>2019</b>   | <b>2018</b> | <b>2017</b> | <b>2016</b>  | <b>2015</b>  |
| Fiscal Year <i>of Data</i>   | 2019          | 2018        | 2017        | 2016         | 2015         |
| Final Submission – (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**

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |
| Final Submission (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\***

|                              |             |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b> | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>   | 2019        | 2018        | 2017        | 2016        | 2015        |

|                           |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|
| Final Submission (02/15)* | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/28/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/28/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/28/19    | 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**

|                                   |             |             |             |             |             |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fiscal Year Collected</b>      | <b>2019</b> | <b>2018</b> | <b>2017</b> | <b>2016</b> | <b>2015</b> |
| Fiscal Year <i>of Data</i>        | 2018        | 2017        | 2016        | 2015        | 2014        |
| Final Submission Varies See Note* | 01/28/19    | 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<br>no value or . | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| % Unknown Ethnicity in Final<br>unknown       | 3.51% | 3.90% | 3.89% | 3.24% | 3.31% |

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

Agenda item #12.1  
September 20, 2019

UNAPPROVED

Minutes of the 436<sup>th</sup>  
Meeting of the  
Illinois Community College Board

The Westin Chicago Northwest  
Stanford Room  
400 Park Blvd  
Itasca, IL 60143

June 7, 2019

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the June 7, 2019 Board meeting as recorded.

**Item #1 – Roll Call and Declaration of Quorum**

Chair Lopez called the Board meeting to order at 9:06 a.m. and asked Ann Knoedler to call roll. The following Board members were present at this time; Terry Bruce, Paige Ponder, Suzanne Morris, Doug Mraz, Teresa Garate and student Board member Oscar Sanchez. There was a quorum present. Board member Nick Kachiroubas was absent.

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

Chair Lopez started out by thanking the Governor, Deputy Governor Ruiz, and the Illinois General Assembly for working together to pass the budget for Illinois and for recognizing the value of the community college system. He went on to also give thanks for approving the Capitol budget which allows the colleges to keep their facilities updated and current for the students' use. There is a definite need to continue to invest in the higher education system.

Chair Lopez ended by congratulating Board member Terry Bruce on his newly announced retirement from Illinois Eastern Community College. For the past 23 years as the Chief Executive Officer of IECC, Mr. Bruce is the longest continuing serving President in the state. Mr. Bruce will continue to serve on the ICCB Board until his term expires in 2021.

**Item #2.1 - Nomination of Midwestern Higher Education Compact Representative**

Chair Lopez opened the floor for nominations for the ICCB representative on the Midwestern Higher Education Compact.

Doug Mraz nominated Suzanne Morris for the ICCB representative on the Midwestern Higher Education Compact, which was seconded by Paige Ponder.

A roll call vote was taken with the following results:

|               |     |               |     |
|---------------|-----|---------------|-----|
| Terry Bruce   | Yea | Paige Ponder  | Yea |
| Teresa Garate | Yea | Oscar Sanchez | Yea |
| Doug Mraz     | Yea | Lazaro Lopez  | Yea |

The motion to nominate Suzanne Morris as the ICCB representative on the Midwestern Higher Education Compact was approved. Student advisory vote: Yes.

**Item #3 - Board Member Comments**

There were no Board comments.

**Item #3.1 - Illinois Board of Higher Education Report**

Teresa Garate stated the IBHE met last Tuesday. With the 11 member Board recently losing five of their Board members, it has become a very small Board. This past meeting could be the last for Chair Tom Cross. The Higher Education Coalition will be refocusing on the current issues now that there has been a state budget passed.

**Item #4 - Nomination of Illinois Community College Board Vice Chair**

Doug Mraz made a motion to nominate Suzanne Morris for the position of Vice Chair of the Illinois Community College Board, which was seconded by Paige Ponder.

A roll call vote was taken with the following results:

|               |     |               |     |
|---------------|-----|---------------|-----|
| Terry Bruce   | Yea | Paige Ponder  | Yea |
| Teresa Garate | Yea | Oscar Sanchez | Yea |
| Doug Mraz     | Yea | Lazaro Lopez  | Yea |

The motion to nominate Suzanne Morris for the position of Vice Chair of the Illinois Community College Board was approved. Student advisory vote: Yes. The Board thanked member Terry Bruce for serving as ICCB Vice Chair the past four years.

**Item #5 - Executive Director Report**

Dr. Brian Durham began by congratulating Mr. Bruce on his retirement from Illinois Eastern Community College. The community colleges will be losing a huge asset to the system. Dr. Durham thanked the General Assembly, the Governor's Office and Deputy Governor Ruiz for their hard work on passing a budget. Deputy Governor Ruiz also spoke to the President's Council during their meeting. Dr. Durham recently gave the commencement speech at Lewis and Clark Community College, which had 1000 completers.

**Item #5.1 - Illinois Community College Board Goals Update**

Dr. Durham brought the Board's attention to the memo within the Board packets that outlined the progress of each of the three board goals. Dr. Durham briefly highlighted the specific content below from that document:

**GOAL 1: Smooth the transition for all students into and through postsecondary education.**

- ***Common Placement Framework:*** This Presidents' Council and ICCB led initiative has developed a multiple measure, common placement framework for the community college system.
  - ✓ **STATUS:** The implementation workgroup is developing an implementation guide. A research design strategy is under development with the Central-Southern IL Community College Research Group to meet the research requirements of the agreement. Note that this work will intertwine with [Senate Joint Resolution 41](#) and its goals.

- ✓ IMPACT: This will affect all students in the community college system by establishing greater consistency and more opportunities for placement into credit-bearing coursework.
- ***Gates Foundation Early Indicators of Student Success Project:*** In partnership with the City University of New York (CUNY), ICCB worked with state agencies across the country (TX, NY, VA) to examine second year retention and graduation and to analyze success in the second year.
  - ✓ STATUS: ICCB's participation in this project is complete. CUNY will develop and disseminate the findings and ICCB will share these with the system when they become available.
  - ✓ IMPACT: Dissemination will benefit other states with strong administrative data systems, as well as local colleges, with the use of predictive metrics and models in an effort to assist with service prioritization for students.
- ***Transitional Math (TM):*** TM allows students to prepare for college level coursework while still in high school in order to avoid remediation. Successful students enroll at the college without a placement test.
  - ✓ STATUS: All 39 community college districts are working collaboratively with high schools on implementation plans and memorandums of understanding for implementation of transitional math. Partners have hosted 31 summits serving 37 community college districts with 645 attendees. Amongst all online and face-to-face events, over 2,285 individuals have been trained on transitional math. More than 200 high schools will be offering transitional math in the fall of 2019. To date, five colleges submitted courses for statewide portability in Quantitative Literacy/Statistics, STEM and Technical Math. The iPlacement system is under development and will be fully functional by Fall 2019.
  - ✓ IMPACT: Over time, TM is likely to reduce remediation for the 50% of first time, full-time high school students that enter into remedial math in their first year of college.

**GOAL 2: Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management, and addressing the future needs of the workforce.**

- ***Program Review [NEWLY ADDED]:*** ICCB has a statutory obligation to coordinate a statewide program review system (see P.A. 78-669). Instructional programs are reviewed once every five years by their respective community college and a summary report is submitted to the ICCB. In recent years, this process has been more focused on the collection of programmatic data as a part of the summary submitted to ICCB. In turn, ICCB now provides each colleges with written feedback about their submission.
  - ✓ STATUS: The ICCB has received and reviewed all program review submissions completed in fiscal year 2018. The ICCB will provide written feedback to the colleges by June 30, 2019. A Program Review Advisory Committee, made up of college administrators and faculty, was established in fiscal year 2019 and will meet quarterly each year. Revisions to the Program Review Manual were completed during fiscal year 2019 and will be released to the system by June 15, 2019. Continuous refinement of the program review process is ongoing.

- ✓ IMPACT: This process provides an additional continuous quality improvement check for colleges to ensure the system is providing high quality programs across the 39 college districts.

**GOAL 3: Engage with all stakeholders to align policies to improve outcomes and increase access to public information on system effectiveness.**

- **Illinois Postsecondary Profiles (IPP):** Illinois Postsecondary Profiles is a joint ICCB/IBHE initiative (in collaboration with NIU Illinois Interactive Report Cards) that is developing a powerful but accessible web site through which interested stakeholders can access actionable Illinois higher education data pertinent to the postsecondary experience.

The full version of the tool will draw almost completely from ICCB and IBHE data systems, making it more current, more detailed, and more flexible than other postsecondary data tools.

- ✓ STATUS: The pilot website was released in March 2019 and shared with the IPP Advisory Committee, higher education institutional research staff, academic leadership groups, and the P-20 Council for feedback. Input is still being solicited and a public soft launch date is projected for this year. The IPP was presented to the Board in September of 2018; an updated, live version will be shared at the September 2019 board meeting – soft release in July 2019.
- ✓ IMPACT: When completed, this web portal will provide important information to the public, researchers, and other interested parties about Illinois higher education.

**Item #6 - Committee Reports**

**Item #6.1 - Academic, Workforce, and Student Support**

The committee met on Friday, June 7<sup>th</sup> at 8:00a and discussed the following topics: the Illinois Postsecondary Profile Update; the Illinois Perkins Transition Report - item #14.3 in the agenda books; 2019 Spring Enrollment Report - item #14.2 in the agenda books; the Directory of Programs, which will include college Information - <https://www.iccb.org/iccb/system-information/>, a student page - <https://www.iccb.org/students/your-college-plan/planning-for-college/>, a main student page in the Your College Plan banner menu, which leads to <https://www.iccb.org/students/your-college-plan/>; and the New Units of Instruction being approved - item #9.1.

**Item #6.1a - State Model Partnership for Dual Credit**

The Illinois Community College Board is requested to approve the State Model Partnership Agreement for Dual Credit. The Dual Credit Quality Act, as amended last year by SB 2838 [P.A. 100-1049], directs a community college district to enter into a partnership agreement with a school district to offer dual credit coursework upon the request of a school district within the community college district's jurisdiction. The law outlines the requirements of the partnership agreement and stipulates that if the school district and community college district cannot agree on the terms of partnership within 180 days of the school district's initial request, then they must implement the Model Partnership Agreement.

The law further requires the establishment of a Dual Credit Committee involving collaboration between ICCB and the State Board of Education to develop the Model Partnership Agreement. This Agreement must address a number of areas, including student eligibility and enrollment, course content and quality, qualifications of instructors, and fees and costs. Therefore, the Model Partnership Agreement will have an important impact on how dual credit is delivered throughout the State of Illinois.

The Dual Credit Committee has met throughout the Spring to develop the terms of the Model Partnership Agreement. The Committee will meet for a final time on May 30 to review the final version of the Agreement that is to be presented for approval by the ICCB and State Board of Education. The Model Partnership Agreement will be provided to Board members following the conclusion of the May 30 meeting.

Paige Ponder made a motion, which was seconded by Suzanne Morris, to approve the following item:

The Illinois Community College Board hereby approves the State Model Partnership for Dual Credit.

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

**Item #6.2 - Finance, Operations, and External Affairs**

The committee met on Friday, June 7th at 8:00a and discussed the following topics: Financial Statements: Fiscal Year 2019 - State General Funds, Special State Funds, Federal Funds, Bond Financed Funds; Timeliness of State Payments; Fiscal Year 2019 Community College System Budget; Spring 2019 Legislative Update which will be reported on to the Board in item #8.1 in the agenda books; Proposed Amendments to the ICCB Administration Rules: Reverse Transfer of Credits – item #14.4a in the agenda books; and item #12 in the agenda books - Fiscal Year 2020 Board Office Budget: Authorization for Interagency Contracts/Agreements , Authorization to Transfer Funds Among Line Items, Authorization for Contracts for Office Operations.

**Item #7 - Advisory Organizations**

**Item #7.1 - Illinois Community College Trustees Association**

Mike Monaghan was unable to attend.

**Item #7.2 - Illinois Council of Community College Presidents**

Mr. Jonah Rice began by announcing the Council acknowledged all the newly retirees at their meeting yesterday. The Council and community college system are very happy with the new Illinois budget that was recently passed and thanked all entities involved in the process. Also during the meeting yesterday, the Council continued discussions on the Dual Credit Committee work and the collaboration between community colleges and university presidents. They continue to meet to make sure all of Illinois public higher education is working together to solve any issues. The Association of Colleges in Illinois also presented during the meeting.

This is the last report for Dr. Rice as the President of the ICCCP. Mr. Curt Oldfield, President of Spoon River College, will be the new President of the ICCCP.

**Item #7.3 - Student Advisory Council**

Mr. Oscar Sanchez gave his last report as the SAC representative. Mr. Sanchez thanked the Board and expressed his enjoyment for his time as the SAC student Board member. The new member has been selected and will begin on July 1. Isabella Hernandez is an Associate in Arts student at Elgin Community College. Mr. Sanchez will be attending Northwestern with a computer science focus. He will be heading a coding boot camp during the summer and has political aspirations. The Board thanked Mr. Sanchez for his service and wished him luck.

**Item #7.4 - Illinois Community College Faculty Association**

Mr. Jacob Winter began by reporting the association awarded each of the three grant winners with a \$2500 check. The names and projects are below:

Zach Petrea, Heartland Community College, "Universal Design in Action: Reducing Barriers to Learning and Improving Access to Knowledge"

John Robert Little, Rend Lake College, "Equity Incubator Workshop: Applying Best Practices to Improve Inclusivity"

Jessica Carpenter, Elgin Community College, "A Direct Comparison of Student Success Using Standard Faculty-Authored, Versus Adaptive Publisher-Created Reading Quizzes"

As part of winning the grant, these individuals will be required to present at the conference next fall. The ICCFA was against the proposed bill that would eliminate (or significantly reduce) developmental education. The association was happy to see that the bill did not pass for the time being and that a task force was put together to come up with alternative solutions; however, the group was disappointed that there was no ICCFA representation placed on this task force.

The association is also continuing their work on putting together their fall conference. Registration is now open for the conference on the ICCFA website. The theme for the conference is "Students at the Heart of it All" which was inspired by the fact that everything is done for the students. The association attempted to find a student to design the logo. Unfortunately, none submitted designs. In future years, there is a plan to issue a small \$200 stipend to motivate student participation. This year's logo was designed by an art professor at Triton College, Sam Tolia. The association will also award six scholarships to community college students at the fall conference, five \$1000 scholarships and one \$1500 scholarship. The deadline for applications was August 1st. The association had a total of 16 application, 13 of which met all of the criteria, which are in the process of being voted on via email.

#### **Item #7.5 - Adult Education and Family Literacy**

Ms. Jennifer Foster reported the Council meets four times a year with the committees meeting in between. The last meeting was held on May 16, 2019. Below are the recommendations made by the committees:

- **The Correctional Education Committee will:**
  - Explore WIOA Section 225 Law and OCTAE Federal Guidance:
    - Recommendation: Continue to stay current on allowable activities, goals and objectives while utilizing funds appropriately.
  - Discuss the framework of adult education within correctional settings in Illinois, and their impact on recidivism:
    - Recommendations: (1) Students should be placed in school based on a needs/risk assessment instead of an out date; (2) The General Assembly should appropriate funds to update the curriculum; (3) Legislative changes need to occur to ensure students can have access to computers in a secure manner, especially at re-entry centers where employers require applicants to complete an on-line application.
    - Recommendations: (1) Agencies can collaborate with advisory committees, parole, One-Stops, and jails; (2) Communicate the resources available at the One-Stop; (3) One-Stop navigators will assist with transitional services; (4) Develop and make the guide available through collaborative efforts with local/state agencies (5) Leverage the LWIB's for additional funding to create a guide and transitional person.

- **Distance Learning and Instructional Technology Education:**
  - Researched effective models for providing distance learning opportunities for students.
    - Two software applications that stood out for use in distance education, but which have clear classroom capabilities, are i-Pathways in ABE/ASE and Burlington English for ELA.
  - Identified best practices that can be used in the classroom to ensure distance learning is being administered effectively to meet students' needs:
    - Project IDEAL, the LINCS ESL PRO Integrating Digital Literacy into English Language Instruction: Issue Brief; Professional Development Module; and Companion Learning Resource and the Instructional Design Model.
  - Researched effective models for providing distance learning opportunities for students and developed a list of possible program models and tools:
    - Two software applications that stood out in distance education but have clear classroom capabilities, are i-Pathways in ABE/ASE and Burlington English for ELA.
  - Recommends that ICCB provide support for and create innovation grants that focus on opportunities in distance education to both ESL and ABE/ASE students. We also recommend that any curriculum and/or lessons that are developed through the innovation grant are shared with the field. Policy changes to distance learning would need to be made FIRST in order for programs to record claimable hours. We highly recommend all innovation grant participants be involved in Project IDEAL 101. A review committee would need to be in place so that applications, specific distance learning products, and in-house created curriculum could be approved in a timely manner.
  - We recommend that ICCB take a close look at the distance learning state policies for both Minnesota (Appendix D) and Texas (Appendix E). Both policies speak to proxy contact hours. Minnesota's policy is appealing because it includes a professional development course for teachers and managers, i-Pathways, and IDEAL 101 – which includes a distance learning plan. It also states, “Digital literacy, including basic computer skills and information literacy, is integral to distance learning.”

The Council's next meeting will be held on September 13, 2019.

### **Item #8 - Focus on Illinois Community College Board Goals**

#### **Item #8.1 - Spring Legislative Session Summary**

Mr. Matt Berry gave a brief presentation on the 2019 spring legislative session which concluded on June 2nd after a flurry of activity which saw the passage of a statewide capital plan; legalization of recreational cannabis; expansion of gambling and legalization of sports betting; increases in cigarette and gas taxes and vehicle license fees; pro-business reforms; and a balanced budget for FY 20. Weeks early the General Assembly approved, along party lines, placing a constitutional amendment on the November 2020 ballot to allow for a change from a flat tax system to a progressive income tax. A companion bill was also passed that included income tax rates, up to 7.99 percent for the highest wage earners that would be used if the amendment was passed.

This item highlights significant legislation that has passed the General Assembly and has implications for the Board or the community college system. These bills now go to the Governor for his consideration. Mr. Berry included the complete list of these specific tracked bills within the agenda book.

### **Item #9 - New Units of Instruction**

#### **Item #9.1 - City Colleges of Chicago: Kennedy-King College, Malcolm X College, Olive-Harvey College & Richard J. Daley College, Kishwaukee College, Moraine Valley Community College, Richland Community College, Spoon River College**

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

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

#### **PERMANENT PROGRAM APPROVAL**

#### **City Colleges of Chicago: Kennedy-King College, Malcolm X College, Olive-Harvey College & Richard J. Daley College**

- Child Development: Preschool Education Infant/Toddler Certificate (32 credit hours)

#### **Kishwaukee College**

- Hospitality Management Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Advanced Welding Technology Certificate (32 credit hours)

#### **Moraine Valley Community College**

- Associate in Engineering Science (A.E.S.) degree (66 credit hours)

#### **Richland Community College**

- Cybersecurity A.A.S. degree (64 credit hours)

#### **Spoon River College**

- Advanced Manufacturing A.A.S. degree (61 credit hours)
- Medical Laboratory Technician A.A.S. degree (64 credit hours)

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

### **Item #10 - Recognition of Illinois Community Colleges**

#### **Item #10.1 - Highland Community College**

Paige Ponder made a motion, which was seconded by Teresa Garate, to approve the following items:

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

Highland Community College

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

**Item #11 - Adoption of Minutes**

Paige Ponder made a motion, which was seconded by Suzanne Morris, to approve the following items:

**Item #11.1 - Minutes of the March 15, 2019 Board Meeting**

The Illinois Community College Board hereby approves the minutes of the March 15, 2019 Board meeting as recorded

**Item #11.2 - Minutes of the March 15, 2019 Executive Session Meeting**

The Illinois Community College Board hereby approves the Executive Session minutes of the March 15, 2019 meeting as recorded.

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

**Item #12 - Consent Agenda**

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

**Item #12.1 - Calendar Year 2020 Board Meeting Dates and Locations**

The Illinois Community College Board hereby approves the Calendar Year 2020 Board Meeting Dates and Locations listed below:

**Calendar Year 2020 Board Meeting Dates and Locations**

**January 17**

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

**March 20**

9:00 a.m. – Waubensee Community College, Sugar Grove

**June 5\***

9:00 a.m. – TBD

**July**

Subject to Call

**August**

Board Retreat – TBD

**September 18**

9:00 a.m. – East St. Louis Higher Education Center, East St. Louis

**December 4**

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

\*June Board meeting is held in conjunction with the ICCTA and Presidents' Council meetings.

**Item #12.2 - Authorization to Enter into Interagency Contracts and/or Agreements**

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2020.

**Item #12.3 - Authorization to Transfer Funds Among Line Items**

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2020 appropriated operating line items, as needed.

**Item #12.4 - Authorization to Enter into Contracts for Office Operations**

The Illinois Community College Board approves the following Fiscal Year 2020 contractual agreements:

| <u>Funding Source</u> | <u>Contractor</u>                               | <u>Estimated Amount*</u> | <u>Contract Period</u> | <u>Description</u>  |
|-----------------------|---|--------------------------|------------------------|---|
| All funds /allocated  | IL Community College System Foundation          | \$569,507                | 7/1/19 - 6/30/20       | Rental of Office Space  |
| GRF                   | Sorling, Northrup, Hanna, Cullen & Cochran Ltd. | \$250/hr                 | 7/1/2019 - 6/30/20     | Legal, as needed  |
| GED/GRF               | Turn-Key Solutions International, Inc.          | \$238,440                | 7/1/19 - 6/30/20       | Sole Source Provider: High School Equivalency Testing data submission to feds |

- Amounts are estimated based on the Fiscal Year 2019 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

**Item #13 - Approval of the Terms of Employment for the Executive Director**

Suzanne Morris made a motion, which was seconded by Paige Ponder, to approve the following items:

The Board hereby approves the Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

A roll call vote was taken with the following results:

|               |     |                |     |
|---------------|-----|----------------|-----|
| Terry Bruce   | Yea | Suzanne Morris | Yea |
| Teresa Garate | Yea | Paige Ponder   | Yea |
| Doug Mraz     | Yea | Oscar Sanchez  | Yea |
|               |     | Lazaro Lopez   | Yea |

The motion was approved. Student Advisory vote: Yea. The Board thanked Dr. Durham for his patience and continued hard work throughout the process.

**Item #14 - Information Items**

There was no discussion

**Item #14.1 - Fiscal Year 2019 Financial Statements**

**Item #14.2 - Fiscal Year 2019 Spring Enrollment Report**

**Item #14.3 - The Illinois Perkins V Transition Plan**

**Item #14.4 - Proposed Amendments to the Illinois Community College Board Administrative Rules**

**Item #14.4a - Proposed Joint Rules with the Illinois Board of Higher Education Reverse Transfer of Credit**

**Item #15 - Other Business**

There was no other business.

**Item #16 - Public Comment**

There was no public comment.

**Item #17 - Executive Session**

Suzanne Morris made a motion, which was seconded by Doug Mraz, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

A roll call vote was taken with the following results:

|               |     |                |     |
|---------------|-----|----------------|-----|
| Terry Bruce   | Yea | Suzanne Morris | Yea |
| Teresa Garate | Yea | Paige Ponder   | Yea |
| Doug Mraz     | Yea | Oscar Sanchez  | Yea |
|               |     | Lazaro Lopez   | Yea |

The motion was approved. Student Advisory vote: Yea. The Board entered into executive session at 10:53 am.

\* \* \* \* \*  
BREAK at 10:53 a.m.  
RETURNED at 11:00 a.m.  
\* \* \* \* \*

Doug Mraz made a motion, which was seconded by Teresa Garate, to reconvene Public Session at 11:11 a.m.

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

\* \* \* \* \*

**Employment/Appointment Matters**

Suzanne Morris made a motion, which was seconded by Paige Ponder, to approve the following motion,

The Illinois Community College Board authorizes the Executive Director to increase staff salaries and adjust ranges on July 1 for FY 2020 by the current Employment Cost Index reported by the US Bureau of Labor Statistics. This increase will not be lower than one percent (1%) or greater than three percent (3%).

A roll call vote was taken with the following results:

|               |     |                |     |
|---------------|-----|----------------|-----|
| Terry Bruce   | Yea | Suzanne Morris | Yea |
| Teresa Garate | Yea | Paige Ponder   | Yea |
| Doug Mraz     | Yea | Oscar Sanchez  | Yea |
|               |     | Lazaro Lopez   | Yea |

The motion was approved. Student Advisory vote: Yea.

Agenda item #12.1  
September 20, 2019

\* \* \* \* \*

**Item #18 – Adjournment**

Oscar Sanchez made a motion, which was seconded by Paige Ponder, to adjourn the meeting at 11:13 a.m.

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

UNAPPROVED

Minutes of the Retreat of the  
Illinois Community College Board

Harper Community College  
Wojcik Conference Center  
Sullivan Room (W101)  
1200 W. Algonquin Rd  
Palatine, IL

August 23, 2019

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the August 23, 2019 Retreat as recorded.

**Item #1 – Roll Call and Declaration of Quorum**

To begin the retreat, item #3 - roll call was moved up with no objection. Chair Lopez called the Board meeting to order at 11:00 a.m. and asked Ann Knoedler to call roll. The following Board members were present at this time; Nick Kachiroubas, Paige Ponder, Suzanne Morris, Doug Mraz, and student Board member Isabella Hernandez. There was a quorum present. Board member Teresa Garate and Terry Bruce were absent.

**Item #2 - Welcome from Dr. Proctor, President of Harper College**

Chair Lopez began by welcoming the recently hired President of Harper College, Dr. Proctor. The Board thanked the President and Harper College for hosting the ICCB retreat. Dr. Avis Proctor took this time to welcome the Board and give a brief update about her background. The Harper College Board of Trustees approved the selection of Dr. Avis Proctor as its next College President by unanimous vote on Wednesday, February 13<sup>th</sup>. Dr. Proctor became the sixth President of Harper College on July 1, 2019, succeeding Dr. Ken Ender. Dr. Proctor served as Broward College's North Campus President in Coconut Creek, Florida. Dr. Proctor has 25 years of experience working in multicultural environments as a mathematics educator and academic administrator with a focus on teaching, service, and research. Dr. Proctor believes in working closely with local school districts, the business community, and higher education institutions. She has provided collaborative leadership for early childhood education, dual enrollment, and college readiness/completion initiatives which have gained national attention. Her work at previous institutions has included expanding articulation, internship, and employment opportunities to enhance student-employer connections for current students as well as alumni. Dr. Proctor earned her bachelor's degree in Mathematics Education at Florida Agricultural and Mechanical University, a Master of Science in Teaching Mathematics at Florida Atlantic University, and her Doctorate in Higher Education at Florida International University.

\* \* \* \* \*

BREAK at 11:25 a.m.

The Board began having lunch.

RETURNED at 11:34 a.m.

\* \* \* \* \*

**Item #3 - Announcements and Remarks by Dr. Laz Lopez, Board Chair**

Chair Lopez stated that during these retreats the ICCB staff provide recommendations to the Board on the Board Goals. The Board then decides if the current goals need adjustments. During this retreat, the Board should consider if the current goals:

- Align with the state and current administration
- Which have been successful and had the most progress
- Stay on the same focus
- Adjust the language

Chair Lopez again stressed the importance of having three focused goals:

- Protects the agency
- Stays focused on work of the Board
- Sets the agenda for the ICCB staff
- Evaluates the Executive Director and agency accomplishments

**Item #4 - Board Member Comments**

There were no Board comments.

**Item #5 - Executive Director Report**

Dr. Brian Durham began by commenting that, having just attended the National Council of State Directors of Community Colleges Conference and the Aspen Institute 2019 State Education Leaders Retreat, the Board should also consider if the current goals align nationally.

**Item a - National and Illinois Landscape of Higher Education**

Dr. Durham gave a presentation on the National and Illinois Landscape of Higher Education. Dr. Durham briefly highlighted specific content from the slide show presentation.

To begin, Dr. Durham highlighted some of the content from the Gallup Greatest Hits in Higher Education report:

- Sixty-seven percent of Americans say a “Good Job” is what they want from higher education; 88% of freshmen
- Number one desire of employers: internships / on-the-job experience
- Ninety-five percent of Chief Academic Officers rate their institutions as effective at preparing students for the world of work
- Highest rated institution by Americans (% is confidence level)
  - Military: 74%
  - Small Business: 67%
  - The Police: 54%
  - Higher Education: 48% - Higher Education has the largest historical decline in confidence level among institutions (-9%)
  - The Presidency: 37%
  - Television News: 20%
  - Congress: 11%
- There are only 46% of Associate Degree holders and 45% of Bachelor Degree holders that believe the education is worth the cost

On the National Landscape, these are the topics on the mind of policy makers:

- Reauthorization of the Higher Education Act
- Applied Baccalaureate
- Free Community College
- Dual Enrollment / Dual Credit
- Apprenticeships

Agenda item #12.3  
September 20, 2019

- Short Term Pell Grants
- Pell for Incarcerated Individuals

Two HEA reauthorization bills were introduced in the House in 2017 and 2018, one by Republicans and a separate bill from the Democrats:

- AIM HIGHER ACT (H.R. 6543)
  - Significantly more generous than current programs for students and borrowers
  - Increases funding for Pell, TRIO, and GEAR Up
  - Makes loans more affordable
  - Restructures Work-Study and other grants
  - Significantly increases reporting and regulatory burden
- PROSPER ACT (H.R. 4508)
  - Removes restrictions on providing aid to for-profit institutions, correspondence courses, and certificate programs
  - Revises accountability measures and adds new measures such as adding measures for minority serving institutions
  - Prohibits denying religious institutions the same privileges afforded to other groups
  - Limits USDOE's ability to issue regulations
  - Revises sexual assault requirements on campus
  - Authorizes an industry-led apprenticeship grant program
  - Revises the Federal Pell Grant program, the Federal Work-Study program, and an aid program for students whose families are seasonal farm workers
  - Revises requirements governing the Federal TRIO program for students from disadvantaged backgrounds
  - Repeals Public Service Loan Forgiveness for new borrowers
  - Changes student loan programs

Applied Baccalaureate: Increasing access to baccalaureate degrees for those enrolled in Associate of Applied Science programs is the goal for allowing community colleges to confer Bachelor of Applied Science.

- Twenty-six states have approved community colleges to award applied baccalaureate degree programs
- Washington, Ohio, Texas, California, Florida, and Colorado are a few of the states with policies.

Free Community College: The number of states providing tuition-free community college education for low-income students has increased over the last five years.

- In 2017, eight states implemented tuition-free community college (Promise Scholarship Programs) for low-income citizens; Maryland was the most recent.
- Over 350 local Promise Programs across the country, including some here in Illinois.
- Most programs are last-dollar programs.

Agenda item #12.3  
September 20, 2019

- Hawaii and New York offer programs for 4-year programs, and New Jersey will launch program for 2019-2020 academic year.

Dual Enrollment / Dual Credit: More states are implementing statewide policies offering high school students opportunities to earn college academic and CTE credit at community colleges.

- For 2019-2020, Georgia reduced the school's transportation appropriation and discontinued reimbursement for books and supplies for dual enrollment (DE) students.
- Ohio and Georgia instituted a cap on the number of credits earned.
- Montana and Idaho expanded DE opportunities to CTE credits and Alaska implemented a statewide DE policy.

Apprenticeship: Apprenticeship offers students opportunity to earn-while-they-learn.

- Department of Labor (DOL) announced awards totaling \$183.8 million to states to expand apprenticeship programs in partnership with industry partners. Twenty-three states were funded for such programs including Illinois.
- DOL will make available an additional \$100 million to expand apprenticeship programs and focus on closing skills gaps.
- Since 2017, more than 500,000 new apprenticeships have been developed.

Short-Term Pell Grants: Approval to award students enrolled in short-term training programs Pell Grants is of interest to many stakeholders and there is a big push to include it in the Reauthorized Higher Education Act.

- The proposal includes the following:
  - Allocate 2% of previous year's Pell Grant fund to students in short-term training programs.
  - Administer in the same way that campuses administer supplemental grant programs of federal aid; identify eligible students and award the aid based on eligibility.

Pell for Incarcerated: In April 2019, U.S. Congressman Davis (D-IL) introduced a bill on the floor of the House to amend the Higher Education Act to allow incarcerated persons to be eligible for Pell Grants.

- The current ban was enacted in 1994.
- Allows institutions and workforce training provider's opportunity to offer academic programs and workforce training to incarcerated persons.
- This is considered the next step to the Second Chance Pell program piloted to offer Pell Grants to formerly incarcerated.
- The bill has been assigned to the Education & Labor Committee.

Governor Pritzker's Priorities (Transition Reports) and Programmatic Priorities:

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| • Growing Our Agricultural Economy  | • Healthy Children and Families      |
| • Budget and Innovation             | • Restoring Illinois' Infrastructure |
| • Educational Success               | • Serving Illinois' Heroes           |
| • Equality, Equity, and opportunity | • Illinois' Emerging Leaders         |
|                                     | • Equity                             |

- Cradle to Career
- Early Childhood Education
- Teacher Education Pipeline
- Data Infrastructure
- Apprenticeships
- Dual Credit

Governor Pritzker's Legislative Successes:

- Legislative Accomplishment --- Implications for Community Colleges
  - Graduated-rate income tax --- Potential for new revenue
  - Recreational Marijuana --- Workforce Development Opportunities the System / Careers in Cannabis Certificate
  - Sports Betting --- Additional Workforce Training Opportunities
  - 'Rebuild Illinois' capital bill --- \$425 million for community colleges
  - Balanced budget --- Fiscal Stability; 5% increase for FY2020

Dr. Durham ended the discussion with a brief explanation of Governor Pritzker's Executive Order #3: Governor Pritzker's Executive Order 2019-03 directed Illinois' state agencies to:

- Action Area 1: Unite workforce development partners around a regional cluster strategy.
  - Identify high-impact regional clusters and associated in-demand occupations.
- Action Area 2: Prepare Illinois workers for a career, not just their next job.
  - Increase apprenticeship opportunities.
  - Scale up the use of Integrated Education and Training models to help adults get their high school equivalency (e.g., GED®) certificate and work on other basic skills while getting credentials for in-demand occupations.
- Action Area 3: Connect job seekers with employers.
  - Shorten time from credential to employment.
    - Scale up dual credit programs to give high school students an early start on college credits.

Before beginning discussions on the Preamble and revisions to the Board Goals, the Board decided to take a quick break.

\* \* \* \* \*

BREAK at 12:37 p.m.  
RETURNED at 12:47 p.m.

\* \* \* \* \*

**Item #6 - Development of a Preamble to the Board Goals**

With no objections, Item # 6 - Development of a Preamble to the Board Goals was moved ahead of modifying the Board goals. With some lengthy discussions, the Board decided on the following Preamble as an introduction to the Board Goals:

*The Illinois Community College Board affirms the comprehensive mission of the state's community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness. The Board is committed to implementing its goals with a focus on equity and a commitment to access, opportunity, and outcomes for all students.*

*The Board accomplishes these goals by promoting best practices, enabling evidence-based decision making, and supporting system wide continuous improvement.*

**Item #7 - Modifying the Board Goals**

With a very lengthy discussion, the Board decided on the following revisions to the Board Goals:

**Item a - GOAL 1: Smooth the transition for all students into and through postsecondary education**

**Item i. - MODIFIED BOARD GOAL 1**

*Foster system engagement and equitable outcomes by supporting a seamless transition into and through postsecondary education and the workforce.*

**Item b - GOAL 2: Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management, and addressing the future needs of the workforce**

**Item i. - MODIFIED BOARD GOAL 2**

*Contribute to economic development by providing robust workforce training, expansion of apprenticeships, increasing credential attainment, building quality career pathways, and addressing the future needs of the Illinois workforce.*

**Item c - GOAL 3: Engage with all stakeholders to align policies to improve outcomes and increase access to public information on system effectiveness**

**Item i. - MODIFIED BOARD GOAL 3**

*Increase access and completion, with an emphasis on equitable outcomes, through the alignment of policies and increased data transparency to improve system effectiveness.*

The Board will publicly vote on these revised goals during the scheduled September 20, 2019 Board meeting being held at Harold Washington College in Chicago.

**Item #8 – Adjournment**

Nick Kachiroubas made a motion, which was seconded by Doug Mraz, to conclude the retreat at 2:10 p.m.

A roll call vote was taken with the following results:

|                  |     |                    |     |
|------------------|-----|--------------------|-----|
| Nick Kachiroubas | Yea | Paige Ponder       | Yea |
| Doug Mraz        | Yea | Isabella Hernandez | Yea |
| Suzanne Morris   | Yea | Laz Lopez          | Yea |

The motion was approved. Student Advisory vote: Yea.

Illinois Community College Board

**CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY  
(110 ILCS 805, SECTION 3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in the previous or current fiscal year to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than the average. The certification is due by November 1 of each year.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2019 and/or received an equalization grant in fiscal year 2020; and
2. Had combined educational and operations and maintenance purposes tax rates less than 29.05 cents per \$100 of equalized assessed valuation.

Agenda Item #13.1  
September 20, 2019

**BACKGROUND**

The following table identifies the districts eligible for the additional levy, the amount authorized and actual tax levy, the amount of additional tax rate, and the amount of additional revenue available if they choose to exercise the authority.

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

| District                           | Authorized<br>Operating<br>Tax Rates* | Actual<br>Operating<br>Tax Rates* | Additional<br>Tax Rate<br>Authority | Estimated<br>Additional Tax<br>Revenue |
|------------------------------------|---------------------------------------|-----------------------------------|-------------------------------------|--|
| Black Hawk College                 | 19.00¢                                | 18.84¢                            | 10.05¢                              | \$ 4,189,830                           |
| Carl Sandburg College              | 22.00¢                                | 22.00¢                            | 7.05¢                               | \$ 1,344,029                           |
| Heartland College                  | 22.50¢                                | 22.50¢                            | 6.55¢                               | \$ 2,964,431                           |
| Illinois Central College           | 25.00¢                                | 24.75¢                            | 4.05¢                               | \$ 2,950,586                           |
| Illinois Eastern Community College | 25.00¢                                | 25.00¢                            | 4.05¢                               | \$ 640,177                             |
| Illinois Valley Community College  | 17.00¢                                | 16.95¢                            | 12.05¢                              | \$ 3,940,008                           |
| John Wood Community College        | 22.50¢                                | 22.50¢                            | 6.55¢                               | \$ 1,115,916                           |
| Kankakee Community College         | 18.00¢                                | 17.95¢                            | 11.05¢                              | \$ 2,693,983                           |
| Kaskaskia College                  | 25.00¢                                | 25.00¢                            | 4.05¢                               | \$ 680,464                             |
| Lake Land College                  | 18.00¢                                | 18.45¢                            | 11.05¢                              | \$ 3,334,251                           |
| Lewis and Clark Community College  | 25.00¢                                | 24.50¢                            | 4.05¢                               | \$ 1,713,716                           |
| Rend Lake College                  | 25.00¢                                | 24.05¢                            | 4.05¢                               | \$ 430,913                             |
| Rock Valley College                | 27.00¢                                | 27.00¢                            | 2.05¢                               | \$ 1,184,135                           |
| Sauk Valley Community College      | 27.50¢                                | 27.50¢                            | 1.55¢                               | \$ 274,081                             |
| Southwestern IL College            | 16.00¢                                | 15.81¢                            | 13.05¢                              | \$ 9,223,660                           |
| Spoon River College                | 25.00¢                                | 25.00¢                            | 4.05¢                               | \$ 382,738                             |

\*Combined Ed and O&M Maximum Tax Rates

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD  
ADMINISTRATIVE RULES**

**Reverse Transfer of Credit**

An amendment to the Student Transfer Achievement Reform (STAR) Act (110 ILCS 150) was passed in 2018, requiring the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) to adopt rules to provide procedures for reverse transfer in Illinois. Reverse transfer means that a former community college student who completed at least 15 hours of coursework at the community college and is now attending a public university may apply for an associate degree using requisite courses earned at the university.

Staff of the IBHE and ICCB have been working together to develop rules for joint adoption. Stakeholders across community colleges and public universities have been engaged in the development of these rules and will continue to be involved through the remaining steps in the process leading to implementation.

This proposed rule was published in the *Illinois Register* (43 Ill. Reg. 7021; June 21, 2019) for the formal public comment period. Public comments were received and reviewed by the staff of IBHE and ICCB. No changes to the proposed rules are recommended. These proposed new rules are being submitted to the Board for adoption prior to submission to the Joint Committee on Administrative Rules (JCAR) for final review and adoption.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1502  
JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY  
COLLEGE BOARD: RULES ON REVERSE TRANSFER OF CREDIT

|         |   |
|---------|---|
| Section |   |
| 1502.10 | Purpose   |
| 1502.20 | Definitions                                     |
| 1502.30 | Student Eligibility                             |
| 1502.40 | Student Request                                 |
| 1502.50 | Institutional Responsibilities                  |
| 1502.60 | Community College Determination to Award Degree |
| 1502.70 | Voluntary Participation by Others               |

AUTHORITY: Implementing Sections 23(a), (b) and (c) and authorized by Section 23(e) of the Student Transfer Achievement Reform Act [110 ILCS 150].

SOURCE: Adopted at 43 Ill. Reg.\_\_\_\_, effective \_\_\_\_\_.

**Section 1502.10 Purpose**

The purpose of this joint rule is to *foster the reverse transfer of credit for any student who has accumulated at least 15 hours of academic credit at a community college and a sufficient number of hours of academic credit at a State university in the prescribed courses necessary to meet a community college's requirements to be awarded an associate degree.* (Section 23 of Act).

**Section 1502.20 Definitions**

“Act” means the Student Transfer Achievement Reform Act [110 ILCS 150].

“Admissions Office” means an office within a community college or State university responsible for recruiting and communicating with new and transfer students.

“*Community College*” means a public community college in this State. (Section 5 of Act).

“Eligible Student” means a student who meets the criteria in Section 1502.30.

“Registrar’s Office” means an office within a community college or State university responsible for registering students, keeping academic records, and corresponding with applicants and evaluating their credentials.

“*Reverse Transfer of Credit*” means the transfer of earned academic credit from a State university to a community college for the purpose of obtaining an associate degree at the community college. (Section 23 of Act).

“Reverse Transfer Data Sharing Platform” means a national electronic data sharing and exchange platform that meets nationally accepted standards, conventions, and practices, such as the National Student Clearinghouse or similar platform.

“Reverse Transfer Agreement” means an institutional agreement between one or more community colleges and a State university to share student transcripts when a student requests a reverse transfer of credit.

“Opt-in” means the student’s decision to seek a reverse transfer of credit.

“State University” means a public university in this State. (Section 5 of Act).

### **Section 1502.30 Student Eligibility**

The reverse transfer of credit option is available to a student who is currently enrolled in a State university and has:

- a) Transferred to the State university from or previously attended a community college;
- b) Earned at least 15 credit hours of transferrable course work completed at a community college;
- c) Earned a cumulative total of at least 60 credit hours for transferrable course work successfully completed at the student’s current or previously attended postsecondary institutions; and
- d) Submitted a request to the State university at which the student is currently enrolled.

### **Section 1502.40 Student Request**

A student who meets the eligibility criteria in Section 1502.30 may request a reverse transfer of credit from the State university to the community college previously attended.

- a) The opportunity to opt-in may be made at enrollment or at any time thereafter while enrolled at the State university. The student shall provide the information required in of Section 1502.30 (a), (b) and (c) and authorize the release of his or her transcript information, pursuant to State university procedures.
- b) In the event that the student has earned credit hours at more than one community college or State university, the student shall:
  - 1) Identify the community colleges and State universities at which any credit hours have been earned; and
  - 2) Authorize release of his or her transcript information from the community colleges and State universities to the community college identified for the purpose of earning an associate degree through a reverse transfer of credit.

### **Section 1502.50 Institutional Responsibilities**

- a) Each State university and community college shall make available an opt-in process for the reverse transfer of credit, pursuant to this Part.
- b) Each State university shall notify students who meet the eligibility criteria in Section 1502.30 each academic year. The notification shall include information about the State university’s process to reverse transfer of credit.

- c) State universities and community colleges shall comply with the following process:
- 1) Information about reverse transfer of credit shall, at a minimum, be clearly identified on the institution's Internet website and printed in course catalogs. This information shall also be made available through the admissions office and the registrar's office.
  - 2) After verifying student eligibility, the student information may be transferred through a reverse transfer data sharing platform or a reverse transfer agreement, or by contacting the institution directly.  
  
Institutions are encouraged to use a Reverse Transfer Data Sharing Platform as a cost-effective method to exchange course level data. Any student information obtained from the platform must be accepted as official documentation of the student record.
  - 3) Transcript fees assessed to prepare and send student transcripts to community colleges may be waived to help promote the reverse transfer of credit. Community colleges may waive fees assessed to conduct degree audits and to process graduation applications as part of the reverse transfer of credits.
  - 4) After receiving the student information, the community college shall review the information, and if the community college determines the student has earned the credits required to receive an associate degree, may award the associate degree
  - 5) *No later than 30 business days after receiving an application for reverse transfer of credit and all required transcripts, a community college shall notify an applicant if he or she qualifies for an associate degree based on the total earned credits.* (Section 23 of Act). The community college shall send the same notification to the State university.
  - 6) In the event that the community college awards an associate degree pursuant to this Part, the community college shall send a student transcript to the State university. The transcript will include the award of an associate degree.

#### **Section 1502.60 Community College Determination to Award Degree**

*In awarding an associate degree, the community college shall evaluate the applicant's course work completed, along with the transfer credit earned, and shall determine whether the associate degree requirements have been met.* (Section 23 of Act). Nothing in this Part affects the ability of the community college to determine the course work required to earn an associate degree awarded by that institution.

#### **Section 1502.70 Voluntary Participation by Others**

This Part does not preclude private colleges and universities from voluntarily participating in the reverse transfer of credit.

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER II: BOARD OF HIGHER EDUCATION

PART 1065  
JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY  
COLLEGE BOARD: RULES ON REVERSE TRANSFER OF CREDIT

**AUTHORITY:** Implementing Sections 23(a), (b) and (c) and authorized by Section 23(e) of the Student Transfer Achievement Reform Act [110 ILCS 150].

**SOURCE:** Adopted at 43 Ill. Reg.\_\_\_\_, effective \_\_\_\_\_.

(Editor's Note: The text of this Joint Rule appears at 23 Ill. Adm. Code 1502.)

**BACKGROUND**

The Illinois General Assembly created JCAR in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

Reverse transfer of credit provides another avenue for Illinoisans to complete a degree. Reverse transfer means that a former community college student who completed at least 15 hours of coursework at the community college and is now attending a public university may apply for an associate degree using requisite courses earned at the university. Through reverse transfer, these individuals have the potential to “transfer back” university courses that count toward an associate degree and earn that associate degree even while they are in progress to completing the baccalaureate degree. An amendment to the Student Transfer Achievement Reform (STAR) Act was passed in 2018, requiring the adoption of rules to provide procedures for reverse transfer in Illinois.

Stakeholders across community colleges and public universities have been engaged in the development of these rules, as well as review of the same through the formal public comment process. Groups involved included the following: IBHE, ICCB, Illinois public university provosts, Illinois community college chief academic officers, Illinois transfer coordinators, the Illinois Association of Collegiate Registrars and Admissions Officers, the IBHE Faculty Advisory Council, the IBHE Proprietary Advisory Council, and provosts of Illinois private institutions.

Illinois Community College Board

**REVISED EMPLOYEE GUIDEBOOK**

The ICCB Employee Guidebook is revised to include necessary updates, changes in organization and formatting, and new policies. The highlighted sections of the guidebook have been changed.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the adoption of the ICCB Employee Guidebook dated September 2019.

**BACKGROUND**

The Employee Guidebook was last written in September 2014. Although a few changes have been taken to the board since that time, five years have passed since the last significant review. The guidebook has been updated and new policies have been added to accommodate changes in State law and to address areas that were not previously addressed in the guidebook. Some policies needed clarification or changes to keep up with work environment and workforce issues, while other changes were made to update terminology and codify practice not in policy. In addition, the Employee Guidebook was reviewed by outside legal counsel and, where necessary, suggested revisions were made.

The major changes are:

1. Title Change/Reorganization: Position titles have been updated throughout to reflect the Board's current organizational structure. When necessary, the order of the policies within the Guidebook have been reorganized into a more user-friendly format that groups related policies.
2. Terminology Changes: Changes in terminology are present throughout the employee guidebook. In some instances, unnecessary or duplicative language was removed. In other instances, additional language was added to clarify existing policy and improve employee understanding of the underlying policies. Minor non-substantive changes were made throughout the employee guidebook to reflect the Board's editorial style and establish the use of consistent terminology.
3. New Policies: The following new policies have been created to accommodate changing laws and the changing work environment:

2.1 Employment Process

2.2.1. Scope

2.2.2 Recruitment

2.2.3 Hiring Process

2.2.4 Executive Director Approval

3.3 Job Descriptions

3.4 Personal Relationships

4.4 Wage Garnishments

6.8.5 Animals in the Workplace

6.9.2.2 Agency Provided Cell Phone Use

6.10 Office Closings

6.10.1 Early Dismissal

7.2.1.4 Overnight Use [agency vehicle]

7.2.1.5 I-PASS Transponders

7.2.1.6 Vehicle Returns

7.2 Personal Vehicle Parking

8.2 Absence Notification and Approval

8.7.1 Uniformed Services Employment and Reemployment Rights Act

8.7.2 Civil Air Patrol Leave

8.7.3 Illinois Family Military Leave Act

8.10 Blood and Organ Donation Leave

8.11 Disaster Service Volunteer Leave

8.12 School Visitation Leave

8.13 Illinois Victims' Economic Security and Safety Act

9.10 Additional Benefits

9.11 Academic Titles

9.12 Professional Organizations

9.13 Reasonable Accommodations

10.6 Ex Parte Communications During Rulemaking

10.7 Whistleblower Protection

11.1.1 Investigatory Suspension

4. New Appendices: In order to include information about policies that are indirectly related to the Guidebook, the following appendices were added:

Appendix III: Procurement Policy

Appendix IV: Interview Committee and Hiring Process

5. Updated or Changed Policies: The following policies have been updated or changed to meet changing needs, to accommodate changing laws, or to provide clarification:

2.2 Criminal Background Checks

2.3 Probationary Period

2.4 Internal Applicants / Hiring

2.9 Employment References

3.1.1 Probationary Period Evaluation

3.1.2 Annual / Periodic Performance Review

3.2 Personnel File

4.2 Salaries and Wages

4.3 Salary and Wage Increases

5.1.1 Weekly News

5.4 Breaks

5.5 Overtime / Comp Time

6.1 Overview [employee conduct]

6.2 Absenteeism and Punctuality

6.3.2 Workspace Hygiene and Personal Decorations

6.4 Harassment Prohibition

6.4.1 Definition of Sexual Harassment

6.4.8 Other Prohibited Forms of Harassment

6.6.2 Violence- and Weapon-Free Workplace

6.6.4 Clean Air Act / Smoke-Free Environment

6.6.5 Drug- and Alcohol-Free Workplace

Agenda Item #13.3  
September 20, 2019

- 6.8.1 Agency Property
- 6.8.4 Return of Property
- 6.9.4 Email and Personal Mail
- 6.9.5 Media Relations / Media Inquiry Policy
  - 6.9.6.1 Policy [social media]
  - 6.9.6.3 Practices [social media]
- 7.1.1 Agency Travel
  - 7.2.1.1 General Policy [agency vehicle]
  - 7.2.1.2 Driver Responsibilities
  - 7.2.1.3 Vehicle Reservations and Trip Ticket
- 7.2.2 State Vehicle Credit Cards and Purchases
- 8.1 Holidays
- 8.3 Personal Days
- 8.4 Vacation
- 8.5.1 Sick Leave
- 8.6 Bereavement Leave
- 8.7 Military Leave
- 8.8 Family Medical Leave of Absence
- 9.2 Group Insurance Program
- 9.3 Group Life Insurance / Accidental Death and Dismemberment
- 9.4 Flexible Spending Accounts and Commuter Savings Program
- 9.6 Deferred Compensation
  - 9.8.1 Worker's Compensation
  - 9.8.2 Unemployment Compensation
- 10.1 Agency Ethics Policy
- 10.2 Gift Ban
- 10.5 Revolving Door Prohibition
  - 12.1.1 Corrective Action Policies and Procedures
- 12.1 Just Cause
- 12.4 Reduction in Workforce
- 12.5 Retirement

Illinois Community College Board

**MEMORANDUMS OF UNDERSTANDING**  
**NORTHWESTERN UNIVERSITY**  
**AND**  
**OAKTON COMMUNITY COLLEGE**

In the Winter of 2019, Northwestern University (Northwestern) and Oakton Community College (Oakton) established a collaboration to provide men incarcerated at Stateville Correctional Center who have been accepted into the Northwestern Prison Education Program (NPEP) with the opportunity to apply Northwestern credits towards an Associate Degree offered by Oakton. Students who successfully complete NPEP courses shall be able to transfer those credits towards Oakton's Associate of General Studies (AGS) degree.

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the MOU agreement with Northwestern University and Oakton Community College and authorizes the Illinois Community College Board staff to enter into agreements.

## **Memorandum of Understanding**

### **Northwestern University / Oakton Community College**

In the Winter of 2019, Northwestern University (Northwestern) and Oakton Community College (Oakton) established a collaboration to provide men incarcerated at Stateville Correctional Center who have been accepted into the Northwestern Prison Education Program (NPEP) with the opportunity to apply Northwestern credits towards an Associate Degree offered by Oakton. Students who successfully complete NPEP courses shall be able to transfer those credits towards Oakton's Associate of General Studies (AGS) degree.

Northwestern and Oakton shall mutually agree on how these Northwestern credits meet the requirements of the AGS degree. It is presumed that some of the NPEP students may also submit additional transcripts to Oakton, noting credit at other colleges that preceded the onset of this collaboration.

To sustain the collaboration, it is necessary for Northwestern and Oakton to document the roles and responsibilities held by each. This document outlines our assumptions about this cooperative venture.

#### **It is our mutual belief and agreement that, as of February 2019:**

- 1) Northwestern assumes responsibility for selecting and admitting students into NPEP, with all relevant student information to be shared with Oakton in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Northwestern shall collaborate with Oakton in helping admitted students also apply to Oakton, so that Oakton has a record of all students who are seeking its AGS degree.
- 2) Oakton shall review any official transcripts received from previous student work and document completion of credit hours within the Oakton transcript.
- 3) Northwestern assumes all responsibility for course instruction, disciplinary sanctions, and course evaluations for courses offered by Northwestern University, with students subject to the School of Professional Studies (SPS) policies pertaining to this program.
- 4) Northwestern shall coordinate with Oakton to determine the number of Oakton courses that shall be offered at the prison to meet Oakton residency requirements, which is 15 credits or around 5 courses. These courses may be taught by Oakton faculty or, in some cases, by Northwestern faculty, with the course content subject to Oakton review. In cases where Northwestern courses count toward Oakton residency requirements, these courses shall be subject to Northwestern policies.
- 5) Any course taught by Oakton faculty shall be subject to Oakton's curriculum standards and policies.
- 6) Northwestern shall provide Oakton with detailed course descriptions so that Oakton is able to determine how each course may be applied toward its degree. The two Parties shall collaborate on choosing courses that meet Oakton's general education requirements. If an Oakton course is the best choice for a requirement, the Parties shall seek to maintain the semester structure of that course, if the schedule permits.
- 7) Northwestern shall collaborate with the Illinois Department of Corrections to ensure that faculty and staff from both Parties gain appropriate access to the prison. Oakton shall inform its faculty of the policies and procedures of NPEP, including those specific to Stateville Correctional Center.

- 8) Northwestern shall share all transcripts from NPEP so that Oakton has a complete record of what each student has accomplished. For any course offered by Oakton, Northwestern shall assist in the gathering of all necessary student information so that students can be registered at Oakton, a process that shall be manual. The Parties agree to abide by applicable FERPA regulations in connection with sharing educational records.
- 9) If any placement exams are needed for certain general education course requirements, those exams shall be administered by Northwestern, with collaboration from Oakton.
- 10) Because courses at Northwestern constitute the majority of courses in NPEP, probation and dismissal policies shall conform to the standards pertaining to this program outlined in the Undergraduate Student Handbook for SPS.
- 11) Northwestern shall notify Oakton when students exit the program prior to completion.
- 12) Northwestern and Oakton shall review and approve the schedules for each term. Periodically, students shall receive an updated Oakton transcript or related document, showing their progress towards the AGS degree.
- 13) The two Parties agree that this program shall have no cost for its students. Northwestern shall waive tuition for the Northwestern classes and Oakton shall waive tuition for the Oakton classes. At its sole discretion, Northwestern shall pay modest stipends for both Northwestern and Oakton faculty who teach in this program, not to exceed the standard stipend amounts provided by SPS. Northwestern shall provide funds for books and other necessary course materials.
- 14) Both institutions shall make a good faith effort to participate in fundraising efforts for NPEP.
- 15) This Memorandum of Understanding shall not constitute a joint venture or formal business organization of any kind, and the rights and obligations of the Parties shall be only those expressly set forth herein, or in other agreements formally executed by the Parties.
- 16) The Parties shall act as independent contractors and the employees/faculty of one Party shall not be deemed to be the employees/faculty of the other Party. The Parties agree and understand that Northwestern and Oakton are not responsible in any way for the employment-related benefits for each other's employees/faculty including without limitation employment-related taxes and insurance.
- 17) This Memorandum of Understanding shall be reviewed periodically, and changes may be implemented in writing upon the agreement of both Parties.

This Memorandum of Understanding shall be effective upon the signature of authorized officials from Oakton and Northwestern. It shall be in force from February 2019 to December 2021. Oakton Community College and Northwestern University indicate agreement with this Memorandum of Understanding by their signatures.

Signatures and dates:

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Joianne Smith  
President  
Oakton Community College

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Date

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Jonathan Holloway  
Provost  
Northwestern University

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Date

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Ileo Lott  
Provost  
Oakton Community College

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Date

---

Jennifer Lackey  
Director of NPEP  
Northwestern University

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Date

Illinois Community College Board

**REVISION OF THE CALENDAR YEAR 2020 BOARD MEETING DATES AND LOCATIONS**

The current approved January 17, 2020 Board meeting date needs to be changed to January 24, 2020.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the revised Calendar Year 2020 Board Meeting Dates and Locations listed below:

**Calendar Year 2020 Board Meeting Dates and Locations**

**~~January 17~~ January 24**

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

**March 20**

9:00 a.m. – Waubonsee Community College, Sugar Grove

**June 5\***

9:00 a.m. – TBD

**July**

Subject to Call

**August**

Board Retreat – TBD

**September 18**

9:00 a.m. – East St. Louis Higher Education Center, East St. Louis

**December 4**

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

\*June Board meeting is held in conjunction with the ICCTA and Presidents' Council meetings.

Illinois Community College Board

**FISCAL YEAR 2019 FINANCIAL STATEMENTS**

Illinois Community College Board  
**FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT**  
July 1, 2018 - August 30, 2019

|  | FY2019<br>Appropriation | Year -to-Date<br>Expenditures | %             |
|--|-------------------------|-------------------------------|---------------|
|  |                         |                               | Expended      |
| <b><u>STATE GENERAL FUNDS*</u></b>     |                         |                               |               |
| <b>GENERAL REVENUE FUND</b>            |                         |                               |               |
| GRANTS TO COLLEGES AND PROVIDERS       | \$ 26,973,100           | \$ 25,297,936                 | 93.8%         |
| ADULT EDUCATION                        | 32,274,000              | 31,795,784                    | 98.5%         |
| GED TESTING PROGRAM                    | 943,000                 | 506,468                       | 53.7%         |
| CAREER & TECH EDUCATION                | 18,069,400              | 17,737,365                    | 98.2%         |
| OFFICE ADMINISTRATION                  | 1,990,200               | 1,949,702                     | 98.0%         |
| <b>TOTAL</b>                           | <b>\$ 80,249,700</b>    | <b>\$ 77,287,254</b>          | <b>96.3%</b>  |
| <b>EDUCATION ASSISTANCE FUND</b>       |                         |                               |               |
| GRANTS TO COLLEGES AND PROVIDERS       | \$ 133,880,100          | \$ 133,880,100                | 100.0%        |
| <b>TOTAL</b>                           | <b>\$ 133,880,100</b>   | <b>\$ 133,880,100</b>         | <b>100.0%</b> |
| <b><u>SPECIAL STATE FUNDS *</u></b>    |                         |                               |               |
| CONTRACTS AND GRANTS FUND              | \$ 12,500,000           | \$ 174,545                    | 1.4%          |
| GED TESTING FUND                       | 200,000                 | 91,254                        | 45.6%         |
| ICCB RESEARCH & TECHNOLOGY FUND        | 100,000                 | -                             | 0.0%          |
| PERSONAL PROPERTY REPLACEMENT TAX FUND | 105,570,000             | 105,570,000                   | 100.0%        |
| <b>TOTAL</b>                           | <b>\$ 118,370,000</b>   | <b>\$ 105,835,799</b>         | <b>89.4%</b>  |
| <b><u>FEDERAL FUNDS*</u></b>           |                         |                               |               |
| FEDERAL ADULT EDUCATION FUND           | \$ 24,767,465           | \$ 18,311,397                 | 73.9%         |
| FEDERAL CAREER & TECH ED FUND          | 19,472,902              | 16,311,151                    | 83.8%         |
| ICCB FEDERAL TRUST FUND                | 525,000                 | 83,863                        | 16.0%         |
| <b>TOTAL</b>                           | <b>\$ 44,765,367</b>    | <b>\$ 34,706,411</b>          | <b>77.5%</b>  |
| <b>GRAND TOTAL, ALL FUNDS</b>          | <b>\$ 377,265,167</b>   | <b>\$ 351,709,564</b>         | <b>93.2%</b>  |

\* See detail on following pages

Agenda Item #14.1  
September 20, 2019

**Illinois Community College Board**  
**FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT**  
**State General Funds**  
**July 1, 2018 - August 30, 2019**

|   | FY2019<br>Appropriation | Year-to-Date<br>Expenditures | %<br>Expended |                     |
|---|-------------------------|------------------------------|---------------|---------------------|
| <b><u>GENERAL REVENUE FUND</u></b>        |                         |                              |               |                     |
| <b>GRANTS TO COLLEGES AND PROVIDERS</b>   |                         |                              |               |                     |
| City Colleges of Chicago                  | \$ 12,633,700           | \$ 12,633,696                | 100.0%        | 001-68401-4476-1200 |
| P-20 Council Support                      | 150,000                 | 150,000                      | 100.0%        | 001-68401-1900-0300 |
| Pre-Apprenticeship Training               | 265,000                 | 265,000                      | 100.0%        | 001-68401-4400-0000 |
| East St. Louis Educational Center         | 1,457,900               | 1,455,011                    | 99.8%         | 001-68401-4900-1000 |
| Illinois Veterans Grant                   | 4,264,600               | 2,675,622                    | 62.7%         | 001-68401-4476-5000 |
| IL Longitudinal Data System               | 439,900                 | 413,251                      | 93.9%         | 001-68401-1900-0200 |
| Lincoln's Challenge Program               | 60,200                  | 10,686                       | 17.8%         | 001-68401-4475-0000 |
| Performance Grants                        | 359,000                 | 351,870                      | 98.0%         | 001-68401-4476-1600 |
| Small College                             | 548,400                 | 548,400                      | 100.0%        | 001-68401-4476-1500 |
| Alternative Schools Student Re-enrollment | 6,794,400               | 6,794,400                    | 100.0%        | 001-68401-4474-0000 |
| <b>TOTAL</b>                              | <b>\$ 26,973,100</b>    | <b>\$ 25,297,936</b>         | <b>93.8%</b>  |                     |
| <b>OFFICE ADMINISTRATION</b>              |                         |                              |               |                     |
| <b>TOTAL</b>                              | <b>\$ 1,990,200</b>     | <b>\$ 1,949,702</b>          | <b>98.0%</b>  |                     |
| <b>ADULT EDUCATION</b>                    |                         |                              |               |                     |
| Adult Education Basic Grants              | \$ 21,572,400           | \$ 21,418,330                | 99.3%         | 001-68401-4900-3000 |
| Adult Education Performance Grants        | 10,701,600              | 10,377,454                   | 97.0%         | 001-68401-4900-3100 |
| <b>TOTAL</b>                              | <b>\$ 32,274,000</b>    | <b>\$ 31,795,784</b>         | <b>98.52%</b> |                     |
| <b>GED TESTING PROGRAM</b>                |                         |                              |               |                     |
| <b>TOTAL</b>                              | <b>\$ 943,000</b>       | <b>\$ 506,468</b>            | <b>53.7%</b>  | 001-68401-1900-0000 |
| <b>CAREER &amp; TECHNICAL EDUCATION</b>   |                         |                              |               |                     |
| CTE LPN RN                                | \$ 500,000              | 375,000                      | 75.0%         | 001-68401-4900-1300 |
| CTE Administration                        | 375,000                 | 295,199                      | 78.7%         | 001-68401-4900-1300 |
| CTE Formula                               | 15,600,000              | 15,600,000                   | 100.0%        | 001-68401-4900-1300 |
| CTE Early School Leavers Grants           | 615,000                 | 571,938                      | 93.0%         | 001-68401-4900-1300 |
| CTE Early School Leavers Administration   | 84,950                  | 778                          | 0.9%          | 001-68401-4900-1300 |
| CTE Corrections                           | 894,450                 | 894,450                      | 100.0%        | 001-68401-4900-1300 |
| <b>TOTAL</b>                              | <b>\$ 18,069,400</b>    | <b>\$ 17,737,365</b>         | <b>98.2%</b>  |                     |
| <b><u>EDUCATION ASSISTANCE FUND</u></b>   |                         |                              |               |                     |
| <b>GRANTS TO COLLEGES AND PROVIDERS</b>   |                         |                              |               |                     |
| Base Operating                            | \$ 66,066,900           | \$ 66,066,900                | 100.0%        | 007-68401-4476-0100 |
| Equalization                              | 67,813,200              | 67,813,200                   | 100.0%        | 007-68401-4476-0200 |
| <b>TOTAL</b>                              | <b>\$ 133,880,100</b>   | <b>\$ 133,880,100</b>        | <b>100.0%</b> |                     |
| <b>GRAND TOTAL</b>                        | <b>\$ 214,129,800</b>   | <b>\$ 211,167,354</b>        | <b>98.6%</b>  |                     |

\* Expenditures from these funds cannot exceed receipts.

Agenda Item #14.1  
September 20, 2019

Illinois Community College Board  
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT  
Special State Funds  
July 1, 2018 - August 30, 2019

**SPECIAL STATE FUNDS\***

|   | FY2019<br>Spending Auth. | Year-to-Date<br>Expenditures | %<br>Expended |
|---|--------------------------|------------------------------|---------------|
| <b>CONTRACTS AND GRANTS FUND</b>              | \$ 12,500,000            |                              |               |
| <b>GRANTS</b>                                 |                          |                              |               |
| Bridging the Gap                              |                          | \$ -                         |               |
| NGA   |                          | 47,915                       |               |
| ILCCO   |                          | 82,538                       |               |
| Research Foundation of CUNY                   |                          | 27,903                       |               |
| Advance CTE                                   |                          | 8,689                        |               |
| <b>TOTAL</b>                                  |                          | <b>\$ 167,045</b>            | <b>1.3%</b>   |
| <b>ADMINISTRATION</b>                         |                          |                              |               |
| Bridging the Gap                              |                          | \$ -                         |               |
| NGA   |                          | 7,500                        |               |
| ILCCO   |                          | -                            |               |
| Research Foundation of CUNY                   |                          | -                            |               |
| Advance CTE                                   |                          | -                            |               |
| <b>TOTAL</b>                                  |                          | <b>\$ 7,500</b>              | <b>0.1%</b>   |
| <b>GED TESTING FUND</b>                       | \$ 200,000               | \$ 91,254                    | 45.6%         |
| <b>ICCB RESEARCH &amp; TECHNOLOGY FUND</b>    | \$ 100,000               | \$ -                         | 0.0%          |
| <b>PERSONAL PROPERTY REPLACEMENT TAX FUND</b> | \$ 105,570,000           | \$ 105,570,000               | 100.0%        |
| <b>GRAND TOTAL, SPECIAL FUNDS</b>             | <b>\$ 118,370,000</b>    | <b>\$ 105,835,799</b>        | <b>89.4%</b>  |

\* Expenditures from these funds cannot exceed receipts.

Agenda Item #14.1  
September 20, 2019

**Illinois Community College Board**  
**FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT**  
**Federal Funds**  
**July 1, 2018 - August 30, 2019**

**FEDERAL FUNDS\***

|  | FY2019<br>Appropriation            | Carryover/Transfer                | Year-to-Date<br>Expenditures       | %Expended                  |
|--|------------------------------------|-----------------------------------|------------------------------------|----------------------------|
| <b>FEDERAL ADULT EDUCATION FUND</b>                |                                    |                                   |                                    |                            |
| <b>GRANTS TO PROVIDERS</b>                         |                                    |                                   |                                    |                            |
| Federal Basic                                      | \$ 15,241,712                      | \$ 2,320,379                      | \$ 13,832,387                      | 90.8%                      |
| Federal Basic Leadership                           | 2,209,350                          | 115,012                           | 1,749,423                          | 79.2%                      |
| EL Civics Grants                                   | 2,618,314                          | 1,101,152                         | 1,814,865                          | 69.3%                      |
|  | <u>\$ 20,069,376</u>               | <u>\$ 3,536,543</u>               | <u>\$ 17,396,674</u>               | <u>86.7%</u>               |
| <b>ADMINISTRATION</b>                              |                                    |                                   |                                    |                            |
| Federal Basic                                      | \$ 923,740                         |                                   | \$ 778,820                         | 84.3%                      |
| EL Civics  | 137,806                            |                                   | -                                  | 0.0%                       |
| Leadership   | 100,000                            |                                   | 135,903                            | 135.9%                     |
|  | <u>\$ 1,161,546</u>                |                                   | <u>\$ 914,723</u>                  | <u>78.8%</u>               |
| <b>TOTAL</b>                                       | <u><b>\$ 21,230,922</b></u>        | <u><b>\$ 3,536,543</b></u>        | <u><b>\$ 18,311,397</b></u>        | <u><b>86.2%</b></u>        |
| <b>FEDERAL CAREER AND TECHNICAL EDUCATION FUND</b> |                                    |                                   |                                    |                            |
| <b>GRANTS</b>                                      |                                    |                                   |                                    |                            |
| Perkins Program Grants                             | \$ 14,371,919                      | \$ 1,181,106                      | \$ 14,602,309                      | 101.6%                     |
| Perkins Leadership                                 | 1,461,733                          | 1,153,279                         | 1,235,424                          | 84.5%                      |
| Perkins Corrections                                | 240,941                            | 85,150                            | 228,000                            | 94.6%                      |
|  | <u>\$ 16,074,593</u>               | <u>\$ 2,419,535</u>               | <u>\$ 16,065,732</u>               | <u>99.9%</u>               |
| <b>ADMINISTRATION</b>                              |                                    |                                   |                                    |                            |
| CTE Federal  | \$ 845,407                         | \$ 133,368                        | \$ 245,418                         | 29.0%                      |
| <b>TOTAL</b>                                       | <u><b>\$ 16,920,000</b></u>        | <u><b>\$ 2,552,902</b></u>        | <u><b>\$ 16,311,151</b></u>        | <u><b>96.4%</b></u>        |
| <b>ICCB FEDERAL TRUST FUND</b>                     |                                    |                                   |                                    |                            |
| <b>ADMINISTRATION</b>                              | <u><b>\$ 525,000</b></u>           | <u><b>\$ -</b></u>                | <u><b>\$ 83,863</b></u>            | <u><b>16.0%</b></u>        |
| <b>TOTAL</b>                                       | <u><b>\$ 525,000</b></u>           | <u><b>\$ -</b></u>                | <u><b>\$ 83,863</b></u>            | <u><b>16.0%</b></u>        |
| <b>GRAND TOTAL, FEDERAL FUNDS</b>                  | <u><u><b>\$ 38,675,922</b></u></u> | <u><u><b>\$ 6,089,445</b></u></u> | <u><u><b>\$ 34,706,411</b></u></u> | <u><u><b>89.7%</b></u></u> |

\* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

**FISCAL YEAR 2020 FINANCIAL STATEMENTS**

Illinois Community College Board  
**FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT**  
July 1, 2019 - August 31, 2019

|  | FY 2020<br>Appropriation | Year -to-Date<br>Expenditures | %            |
|--|--------------------------|-------------------------------|--------------|
|  |                          |                               | Expended     |
| <b><u>STATE GENERAL FUNDS*</u></b>     |                          |                               |              |
| <b>GENERAL REVENUE FUND</b>            |                          |                               |              |
| GRANTS TO COLLEGES AND PROVIDERS       | \$ 48,460,000            | \$ 2,792,043                  | 5.8%         |
| ADULT EDUCATION                        | 33,887,700               | -                             | 0.0%         |
| GED TESTING PROGRAM                    | 1,200,000                | 33,628                        | 2.8%         |
| CAREER & TECH EDUCATION                | 17,869,400               | 62,269                        | 0.3%         |
| OFFICE ADMINISTRATION                  | 2,031,900                | 293,538                       | 14.4%        |
| <b>TOTAL</b>                           | <b>\$ 103,449,000</b>    | <b>\$ 3,181,478</b>           | <b>3.1%</b>  |
| <b>EDUCATION ASSISTANCE FUND</b>       |                          |                               |              |
| GRANTS TO COLLEGES AND PROVIDERS       | \$ 145,574,100           | \$ 21,163,591                 | 14.5%        |
| <b>TOTAL</b>                           | <b>\$ 145,574,100</b>    | <b>\$ 21,163,591</b>          | <b>14.5%</b> |
| <b><u>SPECIAL STATE FUNDS*</u></b>     |                          |                               |              |
| CONTRACTS AND GRANTS FUND              | \$ 10,000,000            | \$ -                          | 0.0%         |
| GED TESTING FUND                       | 100,000                  | 10,492                        | 10.5%        |
| ICCB RESEARCH & TECHNOLOGY FUND        | 100,000                  | -                             | 0.0%         |
| PERSONAL PROPERTY REPLACEMENT TAX FUND | 105,570,000              | 26,392,500                    | 25.0%        |
| <b>TOTAL</b>                           | <b>\$ 115,770,000</b>    | <b>\$ 10,492</b>              | <b>0.0%</b>  |
| <b><u>FEDERAL FUNDS*</u></b>           |                          |                               |              |
| FEDERAL ADULT EDUCATION FUND           | \$ 21,230,922            | \$ 91,828                     | 0.4%         |
| FEDERAL CAREER & TECH ED FUND          | 16,920,000               | -                             | 0.0%         |
| ICCB FEDERAL TRUST FUND                | 525,000                  | 2,005                         | 0.4%         |
| <b>TOTAL</b>                           | <b>\$ 38,675,922</b>     | <b>\$ 93,833</b>              | <b>0.2%</b>  |
| <b>GRAND TOTAL, ALL FUNDS</b>          | <b>\$ 403,469,022</b>    | <b>\$ 24,449,395</b>          | <b>6.1%</b>  |

\* See detail on following pages

Agenda Item #14.2  
September 20, 2019

**Illinois Community College Board**  
**FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT**  
**State General Funds**  
**July 1, 2019 - August 31, 2019**

|   | FY 2020<br>Appropriation | Year-to-Date<br>Expenditures | %            |
|---|--------------------------|------------------------------|--------------|
|   |                          |                              | Expended     |
| <b><u>GENERAL REVENUE FUND</u></b>        |                          |                              |              |
| <b>GRANTS TO COLLEGES AND PROVIDERS</b>   |                          |                              |              |
| City Colleges of Chicago                  | \$ 13,265,400            | \$ 2,210,900                 | 16.7%        |
| P-20 Council Support                      | 150,000                  | -                            | 0.0%         |
| East St. Louis Educational Center         | 1,457,900                | -                            | 0.0%         |
| Illinois Veterans Grant                   | 4,264,400                | -                            | 0.0%         |
| IL. Longitudinal Data System              | 560,300                  | 32,757                       | 5.8%         |
| Lincoln's Challenge Program               | 60,200                   | -                            | 0.0%         |
| Performance Grants                        | 359,000                  | -                            | 0.0%         |
| Small College                             | 548,400                  | 548,386                      | 100.0%       |
| Alternative Schools Student Re-enrollment | 3,000,000                | -                            | 0.0%         |
| Transitional Math and English Development | 1,000,000                | -                            | 0.0%         |
| Bridge and Transition                     | 23,794,400               | -                            |              |
| <b>TOTAL</b>                              | <b>\$ 48,460,000</b>     | <b>\$ 2,792,043</b>          | <b>5.8%</b>  |
| <br>                                      |                          |                              |              |
| <b>OFFICE ADMINISTRATION</b>              | <b>\$ 2,031,900</b>      | <b>\$ 293,538</b>            | <b>14.4%</b> |
| <b>TOTAL</b>                              | <b>\$ 2,031,900</b>      | <b>\$ 293,538</b>            | <b>14.4%</b> |
| <br>                                      |                          |                              |              |
| <b>ADULT EDUCATION</b>                    |                          |                              |              |
| Adult Education Basic Grants              | \$ 22,651,000            | \$ -                         | 0.0%         |
| Adult Education Performance Grants        | 11,236,700               | -                            | 0.0%         |
| <b>TOTAL</b>                              | <b>\$ 33,887,700</b>     | <b>\$ -</b>                  | <b>0.00%</b> |
| <br>                                      |                          |                              |              |
| <b>GED TESTING PROGRAM</b>                |                          |                              |              |
| <b>TOTAL</b>                              | <b>\$ 1,200,000</b>      | <b>\$ 33,628</b>             | <b>2.8%</b>  |
| <br>                                      |                          |                              |              |
| <b>CAREER &amp; TECHNICAL EDUCATION</b>   | <b>\$ 18,069,400</b>     |                              |              |
| CTE LPN RN                                | 500,000                  | -                            | 0.0%         |
| CTE Administration                        | 375,000                  | 62,269                       | 16.6%        |
| CTE Formula                               | 15,400,000               | -                            | 0.0%         |
| CTE Early School Leavers Grants           | 615,000                  | -                            | 0.0%         |
| CTE Early School Leavers Administration   | 84,950                   | -                            | 0.0%         |
| CTE Corrections                           | 894,450                  | -                            | 0.0%         |
| <b>TOTAL</b>                              | <b>\$ 17,869,400</b>     | <b>\$ 62,269</b>             | <b>0.3%</b>  |
| <br>                                      |                          |                              |              |
| <b><u>EDUCATION ASSISTANCE FUND</u></b>   |                          |                              |              |
| <b>GRANTS TO COLLEGES AND PROVIDERS</b>   |                          |                              |              |
| Base Operating                            | \$ 74,370,200            | \$ 9,296,275                 | 12.5%        |
| Equalization                              | 71,203,900               | 11,867,316                   | 16.7%        |
| <b>TOTAL</b>                              | <b>\$ 145,574,100</b>    | <b>\$ 21,163,591</b>         | <b>14.5%</b> |
| <br>                                      |                          |                              |              |
| <b>GRAND TOTAL</b>                        | <b>\$ 249,023,100</b>    | <b>\$ 24,345,069</b>         | <b>9.8%</b>  |

\* Expenditures from these funds cannot exceed receipts.

Agenda Item #14.2  
September 20, 2019

Illinois Community College Board  
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT  
Special State Funds  
July 1, 2019 - August 31, 2019

**SPECIAL STATE FUNDS\***

|   | FY 2020<br>Appropriation | Year-to-Date<br>Expenditures | %<br>Expended |
|---|--------------------------|------------------------------|---------------|
| <b>CONTRACTS AND GRANTS FUND</b>              | <b>\$ 10,000,000</b>     |                              |               |
| <b>GRANTS</b>                                 |                          |                              |               |
| Bridging the Gap                              |                          | -                            |               |
| NGA   |                          | -                            |               |
| ILCCO   |                          | -                            |               |
| Research Foundation of CUNY                   |                          | -                            |               |
| Advance CTE                                   |                          | -                            |               |
| <b>TOTAL</b>                                  |                          | <b>\$ 0</b>                  | <b>0.0%</b>   |
| <b>ADMINISTRATION</b>                         |                          |                              |               |
| Bridging the Gap                              |                          | -                            |               |
| NGA   |                          | -                            |               |
| ILCCO   |                          | -                            |               |
| Research Foundation of CUNY                   |                          | -                            |               |
| Advance CTE                                   |                          | -                            |               |
| <b>TOTAL</b>                                  |                          | <b>\$ 0</b>                  | <b>0.0%</b>   |
| <b>GED TESTING FUND</b>                       | <b>\$ 100,000</b>        | <b>\$ 10,492</b>             | <b>10.5%</b>  |
| <b>ICCB RESEARCH &amp; TECHNOLOGY FUND</b>    | <b>\$ 100,000</b>        | <b>\$ -</b>                  | <b>0.0%</b>   |
| <b>PERSONAL PROPERTY REPLACEMENT TAX FUND</b> | <b>\$ 105,570,000</b>    | <b>\$ 26,392,500</b>         | <b>25.0%</b>  |
| <b>GRAND TOTAL, SPECIAL FUNDS</b>             | <b>\$ 115,770,000</b>    | <b>\$ 26,402,992</b>         | <b>22.8%</b>  |

\* Expenditures from these funds cannot exceed receipts.

Agenda Item #14.2  
September 20, 2019

**Illinois Community College Board**  
**FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT**  
**Federal Funds**  
**July 1, 2019 - August 31, 2019**

**FEDERAL FUNDS\***

|  | FY 2020<br>Appropriation    | Carryover/Transfer ** | Year-to-Date<br>Expenditures | %                  |
|--|-----------------------------|-----------------------|------------------------------|--------------------|
|  |                             |                       |                              | Expended           |
| <b>FEDERAL ADULT EDUCATION FUND</b>                |                             |                       |                              |                    |
| <b>GRANTS TO PROVIDERS</b>                         |                             |                       |                              |                    |
| Federal Basic                                      | \$ 15,241,712               |                       | \$ -                         | 0.0%               |
| Federal Basic Leadership                           | 2,209,350                   |                       | -                            | 0.0%               |
| EL Civics Grants                                   | 2,618,314                   |                       | -                            | 0.0%               |
|  | <u>\$ 20,069,376</u>        | \$ -                  | <u>\$ -</u>                  | <u>0.0%</u>        |
| <b>ADMINISTRATION</b>                              |                             |                       |                              |                    |
| Federal Basic                                      | \$ 923,740                  | \$ -                  | \$ 91,828                    | 9.9%               |
| EL Civics  | 137,806                     | -                     | -                            | 0.0%               |
| Leadership   | 100,000                     | -                     | -                            | 0.0%               |
|  | <u>\$ 1,161,546</u>         | <u>\$ -</u>           | <u>\$ 91,828</u>             | <u>7.9%</u>        |
| <b>TOTAL</b>                                       | <u><b>\$ 21,230,922</b></u> | <u><b>\$ -</b></u>    | <u><b>\$ 91,828</b></u>      | <u><b>0.4%</b></u> |
| <b>FEDERAL CAREER AND TECHNICAL EDUCATION FUND</b> |                             |                       |                              |                    |
| <b>GRANTS</b>                                      |                             |                       |                              |                    |
| Perkins Program Grants                             | \$ 14,371,919               |                       | \$ -                         | 0.0%               |
| Perkins Leadership                                 | 1,461,733                   |                       | -                            | 0.0%               |
| Perkins Corrections                                | 240,941                     |                       | -                            | 0.0%               |
|  | <u>\$ 16,074,593</u>        | <u>\$ -</u>           | <u>\$ -</u>                  | <u>0.0%</u>        |
| <b>ADMINISTRATION</b>                              |                             |                       |                              |                    |
| CTE Federal  | \$ 845,407                  |                       | \$ -                         | 0.0%               |
| <b>TOTAL</b>                                       | <u><b>\$ 16,920,000</b></u> | <u><b>\$ -</b></u>    | <u><b>\$ -</b></u>           | <u><b>0.0%</b></u> |
| <b>ICCB FEDERAL TRUST FUND</b>                     |                             |                       |                              |                    |
| <b>ADMINISTRATION</b>                              |                             |                       |                              |                    |
|  | \$ 525,000                  | \$ -                  | \$ 2,005                     | 0.4%               |
| <b>TOTAL</b>                                       | <u><b>\$ 525,000</b></u>    | <u><b>\$ -</b></u>    | <u><b>\$ 2,005</b></u>       | <u><b>0.4%</b></u> |
| <b>GRAND TOTAL, FEDERAL FUNDS</b>                  | <u><b>\$ 38,675,922</b></u> | <u><b>\$ -</b></u>    | <u><b>\$ 93,833</b></u>      | <u><b>0.2%</b></u> |

\* Expenditures from these funds cannot exceed receipts.

\*\* Carryover/Transfer amounts are in process of calculation based on FY19 expenditures and will be finalized next mo

Illinois Community College Board

**SPRING 2019 LEGISLATIVE UPDATE  
101<sup>st</sup> GENERAL ASSEMBLY**

The 2019 spring legislative session concluded on June 2<sup>nd</sup> after a flurry of activity which saw the passage of a statewide capital plan; legalization of recreational cannabis; expansion of gambling and legalization of sports betting; increases in cigarette and gas taxes and vehicle license fees; pro-business reforms; and a balanced budget for fiscal year 2020. Weeks earlier the General Assembly approved, along party lines, placing a constitutional amendment on the November 2020 ballot to allow for a change from a flat tax system to a progressive income tax. A companion bill was also passed that included income tax rates, up to 7.99 percent for the highest wage earners, that would be used if the amendment was passed.

Over the summer, these bills and hundreds of others approved by the General Assembly were presented to the Governor for his consideration. This agenda item highlights the Governor's action on significant legislation with implications for the Board or the community college system. Those bills vetoed by the Governor may be taken up on a legislative motion to override during the October/November Veto Session.

A complete list of tracked bills is included at the end of this summary document.

**Legislation Initiated by the ICCB**

**[HB 3628](#) (Bristow/Murphy)  
**[SB 2126](#) (Murphy/Mussman)****

**ICCB Adult Education Classes**

**Governor Approved: P.A. 101-0289** (HB 3628)  
**Governor Vetoed** (SB 2126, identical to HB 3628 signed into law)

ICCB Position: Support

ICCB identified statutory revisions to the State's Adult Education Act to ensure compliance with WIOA. This legislation aligns statutory language with the current adult education program administered by the ICCB. In 2002, adult education was transferred from ISBE to ICCB but few changes were made other than switching the definition of "Board" from one agency to another. Highlights of the legislation:

- Provides a clearer understanding of the provisions of the law.
- Aligns with statewide strategic planning activities.
- Increases instructional fees from \$3.00 to \$6.00 per unit of instruction with a maximum of \$30.00 per semester. Includes a fee exemption for those students receiving public aid under the Illinois Public Aid Code.
- Proposes a generation rate for Adult Education instruction more closely aligned with the community college reimbursement rates for ABE/ASE/ESL divided by one-third.
- Provides additional definitions such as defining Adult Education.
- Removes some specific Illinois School Code language that was not appropriately placed in this legislation.

This language may have been applicable before the transference of governance to the ICCB.

**FY 2020 Budget & Capital Plan**

**HB 62** (Harris/J. Cullerton)

**FY20 Capital Budget**

**Governor Approved: P.A. 101-0029**

ICCB Position: Support

After going nearly ten years without a significant state investment in community college capital projects, the legislature approved a bipartisan package of legislation for capital appropriations. This bill includes \$479.0 million for new capital projects and statewide deferred maintenance for the community college system. The budget also includes reappropriation of prior year capital projects.

**HB 142** (Harris/Manar)

**FY20 Bond Authorization**

**Governor Approved: P.A. 101-0030**

ICCB Position: Monitor

With bipartisan support in both chambers, the General Assembly approved an increase in State debt limits to support the sale of bonds to fund the capital program and pay down the backlog of unpaid bills. Specifically, the bill authorizes an additional \$2.8 billion in borrowing for education projects and \$1.2 billion in borrowing to pay down the bill backlog.

**SB 262** (J. Cullerton/Harris)

**FY20 Operating Budget**

**Governor Approved: P.A. 101-0007**

ICCB Position: Support

The fiscal year 2020 operating budget for the State of Illinois totals \$40.0 billion and provides for an increase of \$134 million over fiscal year 2019 levels to higher education. The increase includes \$50 million more than last year for Monetary Award Grant funding and 5 percent increases to state university and college operations. Highlights specific to the community college system are as follows:

- \$13.9 million for the community college operating grants and the adult education system.
- \$1.0 million for transitional math and English.
- \$23.8 million for bridge programs and student support services.
- Level funding for CTE to meet state maintenance of effort requirements.

**SB 1814** (Stears/Harris)

**FY20 Budget Implementation Bill (BIMP)**

**Governor Approved: P.A. 101-0010**

ICCB Position: Support

Creates the FY2020 Budget Implementation Act to make the changes in State programs that are necessary to implement fiscal year 2020 budget recommendations. Among these changes is the

continuation of the authorization to use a portion of the Corporate Personal Property Replacement Tax (CPPRT) revenue to fund community college Base Operating Grants.

Further, this bill rescinds a portion of fiscal year 2018 pension reforms, reinstating the previous 6 percent limit (reduced to 3 percent in the fiscal year 2018 BIMP) on salary increases for TRS and SURS members, beyond which the employer is responsible for contributing the present value of the associated pension benefit increase. Because of the rule, many community colleges face financial penalties for promoting employees to senior leadership positions or adding additional pay for performing extra duties if the employee is within five years of retirement.

### **Legislation Affecting the ICCB**

#### **HB 834** (Moeller/Castro)

#### **Equal Pay Act – Wage History**

**Governor Approved: P.A. 101-0177**

ICCB Position: Monitor

The bill amends the Equal Pay Act to prohibit employers from: screening applicants based on wage/salary history; requiring that an applicant's prior wages satisfy minimum/maximum criteria; and requesting or requiring, as a condition of being interviewed or remaining under consideration for an employment offer, that prior wages/salary be disclosed. The bill does not prevent an employer from providing information about the wages, benefits, compensation, or salary offered in relation to a position or engaging in discussions with an applicant for employment about the applicant's expectations with respect to wage or salary, benefits, and other compensation.

*The ICCB has recently revised its employment application to remove questions about salary history and also included provisions regarding this law in its revised Employee Guidebook presented to the Board for adoption today.*

#### **HB 1557** (B. Hernandez/Martinez)

#### **SOS – Literacy & ESL Class Information**

**Governor Approved: P.A. 101-0053**

ICCB Position: Monitor

This bill requires the Secretary of State to provide a pamphlet or post information informing customers of the availability of literacy and English as a second language classes at the Secretary of State Driver Service facilities. The Secretary may satisfy the requirement by providing the Internet address of a not-for-profit entity offering this information.

#### **HB 3217** (Mah/Villivalam)

#### **Asian American Family Commission**

**Governor Approved: P.A. 101-0392**

ICCB Position: Monitor

This bill creates the Asian American Family Commission, provides for the appointment of members to the Commission, and sets terms of membership. The bill requires the appointment of liaisons from specified State agencies, including ICCB, to serve as ex officio members of the Commission. The Office of the Governor, in cooperation with the State agencies appointing

liaisons, shall provide administrative support to the Commission. The Commission is required to annually report to the Governor and the General Assembly.

**SB 727 (Glowiak/Howard)**

**Native American Employment Plan Act**

**Governor Approved: P.A. 101-0534**

ICCB Position: Monitor

This bill creates the Native American Employment Plan Act and establishes the Native American Employment Plan Advisory Council. The purpose is to increase the number of Native American state employees in certain positions, identify agency staffing needs and qualifications, and track practices and promotions of Native American state employees. The ICCB currently compiles annual data to comply with the African American Employment Act, the Hispanic Employment Plan Act, and the Asian American Employment Plan Act.

**Legislation Effecting the Community College System**

**HB 1438 (Cassidy/Steans)**

**Legalization of Recreational Cannabis**

**Governor Approved: P.A. 101-0027**

ICCB Position: Monitor

Creates the Cannabis Regulation and Tax Act, providing for legal use of recreational cannabis by persons 21 years of age or older. Among the provisions of the legislation is the creation of the Community College Cannabis Vocational Training Pilot Program. This program allows up to eight community colleges to offer a "Career in Cannabis Certificate" to community college students who complete a prescribed course of study in cannabis and cannabis business industry related classes and curriculum.

The bill establishes state cannabis taxes and authorizes county and municipal cannabis taxes; provides for a regulatory structure; and provides for expungement of certain cannabis violations. Further, the bill establishes the Restore, Reinvest, and Renew Program and encourages investment in areas that have been subjected to strict enforcement of previous cannabis laws.

**HB 2152 (Welch/McGuire)**

**Mental Health Early Action on Campus Act**

**Governor Approved: P.A. 101-0251**

ICCB Position: Neutral

The bill creates the Mental Health Early Action on Campus Act. This new Act provides that each public college or university must designate an expert panel to develop and implement policies and procedures to advise students, faculty, and staff on the proper procedures for identifying and addressing the needs of students exhibiting symptoms of a mental health condition; increase knowledge and understanding of student protections under the law; and provide training if appropriate. In addition, each public college or university must develop and implement a peer support program utilizing student peers to support individuals living with mental health conditions on campus and form strategic partnerships with local mental health service providers to improve

overall campus mental wellness and augment on-campus capacity; specifies what the partnerships must include.

The Act is subject to appropriation and requires the Commission on Government Forecasting and Accountability in conjunction with ICCB and IBHE to make recommendations to the General Assembly regarding the funding necessary to implement the Act, initially by December 31, 2019.

**HB 2460 (Davis/Martinez)**

**Illinois Sustainable Investing Act**

**Governor Approved: P.A. 101-0473**

ICCB Position: Monitor

This bill creates the Illinois Sustainable Investing Act, which provides that public agencies or government units should develop, publish, and implement sustainable investment policies applicable to the management of all public funds under its control. The sustainable investment policy should include material, relevant, and decision-useful sustainability factors to be considered by the public agency or governmental unit as one component of its overall evaluation of investment decisions. Sustainability factors may include corporate governance and leadership factors; environmental factors; social capital factors; human capital factors; and business model and innovation factors.

**HB 2691 (E. Hernandez/Aquino)**

**Retention of Illinois Students and Equity (RISE) Act**

**Governor Approved: P.A. 101-0021**

ICCB Position: Monitor

Under the bill, a student who is an Illinois resident and who is not otherwise eligible for federal financial aid, including, but not limited to, a transgender student who is disqualified for failure to register for selective service or a noncitizen student who has not obtained lawful permanent residence, would be eligible for State financial aid and benefits including programs administered by ISAC, including MAP Grants, and assistance provided by public institutions.

The bill would also prohibit any caps on MAP eligibility other than those required by statute, effectively eliminating an existing rule that bars a student from receiving MAP if she has used the program for more than 75 credit hours but has not yet attained junior standing.

An estimated 3,500 students could become newly eligible for the MAP under the bill. ISAC anticipates that students will be able to apply beginning on that date for MAP for the 2020-2021 academic year.

**HB 2719 (Stuart/Manar)**  
**Completion**

**High School Graduation Requirement – FAFSA**

**Governor Approved: P.A. 101-0180**

ICCB Position: Support

This initiative of the Governor makes it a requirement, beginning with the 2020-2021 school year, that a high school student complete the Free Application for Federal Student Aid (FAFSA) as a condition of graduation. The bill includes broad waiver provisions under which a parent, guardian, or the student (if 18 or emancipated) can opt out of filing for any reason, which will not need to be

specified. Additionally, to accommodate students whose parents are not able to be engaged in this process—e.g., if the parent is mentally or physically ill, incarcerated, or deceased—the bill allows the school to waive the requirement after making a good faith effort to support the student in filing an application or an opt-out waiver.

**HB 3404** (Villa/Martinez)

**Higher Ed Mental Health Information**

**Governor Approved: P.A. 101-0217**

ICCB Position: Monitor

Under this legislation all public universities and community colleges are required to make information available to students on all mental health and suicide prevention resources available at the college or university beginning at the start of the 2020-2021 academic year and for each academic year thereafter. From information provided by individual community colleges, it would seem that this information is currently being provided.

**HB 3652** (Edly-Allen/Bush)

**School Counselor – College Education Plan**

**Governor Approved: P.A. 101-0290**

ICCB Position: Monitor

The bill amends the School Code to stipulate that, in assisting all students with a college or post-secondary education plan, a school counselor must include a discussion on all post-secondary education options, including four-year colleges or universities, community colleges, and vocational schools.

**SB 450** (Jones/Ammons)  
**Credit**

**Career & Workforce Transition Act – Direct / Elective**

**Governor Approved: P.A. 101-0194**

ICCB Position: Neutral

The bill amends the Career and Workforce Transition Act to provide that any designation given by the ICCB of credit hour value for a student who has completed a program in medical assisting, medical coding, dental assisting, HVAC, welding, or pharmacy technician shall be applied by the community college district as direct or elective credit toward an associate degree of applied science or its equivalent as determined by the community college district.

**SB 534** (Jones/Welch)

**BEP Goals / Bureau of Apprenticeship Programs**

**Governor Approved: P.A. 101-0170**

ICCB Position: Monitor

This legislation is an initiative of the Legislative Black Caucus to address inequity in the State's procurement process and increase minority participation in apprenticeship programs. The community college system, which is subject to the Business Enterprise for Minorities, Women, and Disabilities Act (BEP), will be required to adhere to the amendatory changes to the BEP Act contained in this legislation.

Specifically, the legislation amends the BEP Act to require that minority-owned businesses, women-owned businesses, and businesses owned by persons with disabilities get a specific percentage of the total dollar amount of construction and various other service contracts with the State (or community college). The legislation also adds persons with disabilities into the goal requirements for construction contracts. The bill language breaks down the 20 percent goal for construction, specifically to mirror the 2 percent for disabled, 11 percent for minorities, and 7 percent for women, as it exists for other contracts. The bill makes these same changes relative to other specified types of contracts (technology, accounting, insurance services, financial services, etc.).

Under the legislation, the BEP Council is allowed to charge a reasonable fee for contract exemption requests. The ability for the BEP Council to permit an entire class of contracts to be made exempt from BEP contracting goals is removed and affected agencies or public institutions of higher education are required instead to submit such requests in writing.

Additionally, the legislation creates the Bureau on Apprenticeship Program within the Department of Labor and establishes the Advisory Board for Diversity in Active Apprenticeship Programs Approved by the United States Department of Labor. This Advisory Board will be composed of 12 legislators and may request necessary information from the Department of Labor, other State agencies, or public institutions of higher education.

**SB 556 (Bush/Yingling)**

**Equitable Restrooms – All Gender**

**Governor Approved: P.A. 101-0165**

ICCB Position: Monitor

This legislation adds a section to The Equitable Restrooms Act entitled all-gender, single-occupancy restrooms. The legislation provides that every single-occupancy restroom in a place of public accommodation or public building shall be identified as all-gender and designated for use by no more than one person at a time or for family or assisted use. Each single-occupancy restroom shall be outfitted with exterior signage that marks the single-occupancy restroom as a restroom and does not indicate any specific gender. This requirement applies to any existing or future places of public accommodation or public buildings. During any inspection of a place of public accommodation or public building by a health officer or health inspector, the health officer or inspector may inspect the building to determine whether it complies.

**SB 1167 (Ellman/Kifowit)**

**Community College Vocational Scholarship**

**Governor Approved: P.A. 101-0315**

ICCB Position: Neutral

This bill requires ISAC to establish and administer an adult vocational community college scholarship program. Beginning with the 2020-2021 academic year, the Commission shall receive and consider applications for scholarships to community colleges for people over the age of 30 who have been unemployed and are actively searching for employment and who can identify the specific training certificate, credential, or associate degree that they are seeking to obtain. Applicants may re-apply for the scholarship if they can demonstrate continual progress toward the desired certificate, credential, or degree. The scholarships shall not exceed \$2,000 per recipient per academic year.

The scholarship program is subject to appropriation (it is not funded in the budget just passed by the General Assembly). If funds are appropriated for scholarship program are insufficient to provide grants to each eligible applicant, ISAC may prioritize the distribution of grants based on factors that include an applicant's financial need, duration of unemployment, prior level of educational attainment, or date of application.

**SB 1467 (Pelt/Stava-Murray) Veteran Grant Programs – Illinois Residency**

**Governor Approved: P.A. 101-0334**

ICCB Position: Monitor

This bill extends eligibility for the MIA/POW Scholarship (administered by the Illinois Department of Veterans Affairs) and the Illinois Veteran Grant (IVG, administered by ISAC) to otherwise-qualified Illinois residents who, at some point after leaving the service, resided in Illinois for at least 15 consecutive years. Generally, under current law a recipient must have been an Illinois resident at the time of entering military service in order to qualify for these programs.

**SB 1591 (Gillespie/Walker) Apprenticeship Education Expense Credit**

**Governor Approved: P.A. 101-0207**

ICCB Position: Support

This bill is an initiative of the Illinois Chamber of Commerce and makes changes to various tax codes. Among the changes included in the bill is the creation of a new Apprenticeship Education Expense Credit for taxable years January 1, 2020 to January 1, 2025. The credit is equal to 100 percent of qualifying education expenses incurred by the apprentice but may not exceed \$3,500 per apprentice per year. The taxpayer (employer) may take an additional credit of \$1,500 if they or their place of business resides in an underserved area as defined in Section 5-5 of the Economic Development for a Growing Economy Tax Credit Act. Under the bill, employers paying for the costs of tuition, books, or lab fees for a qualifying apprentice enrolled in a community college program that leads to an industry-recognized postsecondary credential or degree would be eligible for the new tax credit.

**SB 1907 (Castro/Halpin) Veterans' Education Benefits – In-State Tuition**

**Governor Approved: P.A. 101-0424**

ICCB Position: Support

Beginning with the 2019-2020 academic year, per the federal requirements for maintaining approval for veterans' education benefits, if a person who is on active military duty or is receiving veterans' education benefits, then the university or community college shall deem that person an Illinois resident for tuition purposes. The legislation is needed to fix Illinois' statutes to ensure veteran students may continue to receive the educational financial support benefits they have earned.

**SB 1919 (Gillespie/Walker) 21<sup>st</sup> Century Employment Grant Program**

**Governor Approved: P.A. 101-0437**

ICCB Position: Support

This bill requires ICCB, subject to appropriation, to establish and administer a 21<sup>st</sup> Century Employment grant program. To qualify for a grant, a community college district and a public high school located in that district must jointly establish a collaborative regional partnership with workforce development organizations, regional economic development organizations, and economic development officials in the district, along with manufacturers, healthcare service providers, and innovative technology businesses that have a presence in the district, to provide a manufacturing training program. The bill requires a grant recipient to provide the ICCB with a plan that meets certain requirements. The ICCB must establish an advisory board for the program similar to the current local program boards.

**HR 371** (Crespo)

**Perkins and WIOA State Plans**

ICCB Position: Neutral

This resolution encourages ISBE, ICCB, and the Illinois Workforce Innovation Board (IWIB) to work collaboratively with each other and with school districts, community colleges, business and industry, and other organizations to ensure alignment among the Perkins and WIOA plans and priority occupational areas. It directs the ISBE, ICCB, and IWIB to report to the General Assembly and the P-20 Council on how the State's draft versions of the Perkins and WIOA plans address the foregoing recommendations.

**SJR 22** (Schimpf/Bryant)

**IAI Course Transfer Efficiency Study**

ICCB Position: Neutral

The resolution directs the IBHE and ICCB to jointly identify any shortcomings in attaining the goals of Public Act 99-636 that the General Education Core Curriculum courses transfer between institutions with full credit towards a baccalaureate degree.

**SJR 41** (McGuire/Ammons)

**Developmental Education Joint Advisory Council**

ICCB Position: Neutral

The resolution directs the IBHE and ICCB to establish a joint advisory council to study and report to the General Assembly, on or before April 1, 2020, an inventory and analysis of all instructional models and developmental course sequences employed by Illinois' public colleges and universities for students placed into developmental education. The report must also include an inventory and analysis of developmental education placement practices and policies (including cut off scores) employed at all public colleges and universities in the State

In addition, on or before July 1, 2020, the advisory council must deliver to ICCB, IBHE, and the General Assembly, a detailed plan for scaling developmental education reforms, such that institutions improve developmental education placement measures and such that, within a timeframe to be set by the advisory council, all students who are placed in developmental education are enrolled in a developmental education model that is proven to maximize their likelihood of completing a college-level course within their first two academic semesters.

**Pension Legislation**

**HB 2029** (Walker/Aquino)  
**Eligibility**

**Pension Buyout - State Employee Group Insurance**

**Governor Approved: P.A. 101-0242**

ICCB Position: Monitor

The bill amends the State Employees Group Insurance Act (SEGIA) to revise the definitions of survivor, TRS benefit recipient, and community college benefit recipient for the purpose of clarifying those definitions to ensure that such individuals will remain eligible for group insurance benefits regardless of whether an eligible individual elects to receive an accelerated pension benefit payment authorized by PA 100-587.

This bill is a cleanup of the changes made by PA 100-587. The intent of the Act was that health insurance would not be impacted by an individual electing to receive a pension buyout. However, due to the way the terms being revised in this bill are currently written, individuals who fall within those groups would become ineligible for group insurance if the buyout is elected.

**SB 1265 (Aquino/Martwick) Pension Buyout - State Employee Group Insurance Eligibility**

**Governor Approved: P.A. 101-0321**

ICCB Position: Monitor

The bill makes technical corrections to the State Universities Retirement System. These changes include:

- Maintains SURS eligibility for DoIT Illinois Century Network staff who transferred from IBHE to CMS in 2004.
- Corrects a reference to deferred compensation plans, including those created under Article 15 (SURS) of the Illinois Pension Code as well as those established under Article 24 (deferred compensation generally).
- Corrects an errant age definition for a disabled adult child who is eligible for survivor benefits.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE  
BOARD ADMINISTRATIVE RULES  
Cooperative Agreements  
(Future Consideration)**

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

On August 14, 2018, the Governor signed into law Public Act 100-0884. This Act, an initiative of the Illinois Community College Board (ICCB), streamlines the Illinois Public Community College Act and eliminates statutory language that is outdated, repeals programs and statutory functions no longer necessary, and clarifies ambiguous language. These changes require the ICCB to amend its administrative rules in the following areas:

- (a) Repeal a grant program for the establishment of a new college, campus, or branch.
- (b) Define “cooperative agreement.”
- (c) Amend the approval process for cooperative agreements to reflect ICCB’s broad approval authority.
- (d) Clarify the extension of curricula/credit courses as a policy separate from the approval of contractual agreements.

These proposed rules are being submitted to the Board for discussion prior to publication in the *Illinois Register* for the formal public comment period. They will be brought back to the Board for approval before submission to JCAR for final review.

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501  
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

| Section  |  |
|----------|--|
| 1501.101 | Definition of Terms and Incorporations by Reference      |
| 1501.102 | Advisory Groups  |
| 1501.103 | Rule Adoption (Recodified)                               |
| 1501.104 | Manuals  |
| 1501.105 | Advisory Opinions  |
| 1501.106 | Executive Director                                       |
| 1501.107 | Information Request (Recodified)                         |
| 1501.108 | Organization of ICCB (Repealed)                          |
| 1501.109 | Appearance at ICCB Meetings (Repealed)                   |
| 1501.110 | Appeal Procedure   |
| 1501.111 | Reporting Requirements (Repealed)                        |
| 1501.112 | Certification of Organization (Repealed)                 |
| 1501.113 | Administration of Detachments and Subsequent Annexations |
| 1501.114 | Recognition  |
| 1501.115 | Data Repository  |
| 1501.116 | Use, Security and Confidentiality of Data                |
| 1501.117 | Shared Data Agreements                                   |
| 1501.118 | Processing Fees  |

SUBPART B: LOCAL DISTRICT ADMINISTRATION

| Section  |   |
|----------|---|
| 1501.201 | Reporting Requirements  |
| 1501.202 | Certification of Organization                                     |
| 1501.203 | Delineation of Responsibilities                                   |
| 1501.204 | Maintenance of Documents or Information                           |
| 1501.205 | Recognition Standards (Repealed)                                  |
| 1501.206 | Approval of Providers of Training for Trustee Leadership Training |

SUBPART C: PROGRAMS

| Section  |  |
|----------|--|
| 1501.301 | Definition of Terms                                |
| 1501.302 | Units of Instruction, Research, and Public Service |
| 1501.303 | Program Requirements                               |
| 1501.304 | Statewide and Regional Planning                    |
| 1501.305 | College, Branch, Campus, and Extension Centers     |
| 1501.306 | State or Federal Institutions (Repealed)           |
| 1501.307 | Cooperative Agreements and Contracts               |
| 1501.308 | Reporting Requirements                             |
| 1501.309 | Course Classification and Applicability            |

- 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
- 1501.311 Credit for Prior Learning
- [1501.312 Extension of Curricula/Credit Courses](#)

SUBPART D: STUDENTS

Section

- 1501.401 Definition of Terms (Repealed)
- 1501.402 Admission of Students
- 1501.403 Student Services
- 1501.404 Academic Records
- 1501.405 Student Evaluation
- 1501.406 Reporting Requirements

SUBPART E: FINANCE

Section

- 1501.501 Definition of Terms
- 1501.502 Financial Planning
- 1501.503 Audits
- 1501.504 Budgets
- 1501.505 Student Tuition
- 1501.506 Published Financial Statements
- 1501.507 Credit Hour Claims
- 1501.508 Special Populations Grants (Repealed)
- 1501.509 Workforce Preparation Grants (Repealed)
- 1501.510 Reporting Requirements
- 1501.511 Chart of Accounts
- 1501.514 Business Assistance Grants (Repealed)
- 1501.515 Advanced Technology Equipment Grant (Repealed)
- 1501.516 Capital Renewal Grants
- 1501.517 Retirees Health Insurance Grants (Repealed)
- 1501.518 Uncollectible Debts (Repealed)
- 1501.519 Special Initiatives Grants
- 1501.520 Lincoln's Challenge Scholarship Grants
- 1501.521 Technology Enhancement Grants (Repealed)
- 1501.522 Deferred Maintenance Grants (Repealed)
- 1501.523 Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section

- 1501.601 Definition of Terms
- 1501.602 Approval of Capital Projects
- 1501.603 State Funded Capital Projects
- 1501.604 Locally Funded Capital Projects
- 1501.605 Project Changes (Repealed)
- 1501.606 Progress Reports (Repealed)
- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01

1501.610 Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section

1501.701 Definition of Terms (Repealed)  
1501.702 Applicability (Repealed)  
1501.703 Recognition (Repealed)  
1501.704 Programs (Repealed)  
1501.705 Finance (Repealed)  
1501.706 Personnel (Repealed)  
1501.707 Facilities (Repealed)

SUBPART H: PERSONNEL

Section

1501.801 Definition of Terms  
1501.802 Sabbatical Leave

1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805/Arts. II and III and 6-5.3].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October

18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019, amended at 43 Ill. Reg. \_\_\_\_\_ effective \_\_\_\_\_.

## SUBPART C: PROGRAMS

### Section 1501.301 Definition of Terms

"Adult Basic Education" means basic skills courses designed to bring students to a competency of Grade 8 equivalency, including English as a Second Language.

"Adult Secondary Education" means courses designed to bring students to a competency of Grade 12 equivalency, including English as a Second Language, and the high school equivalency examination preparation.

"Associate Degree" means an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

"Associate in Applied Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

"Associate in Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base.

"Associate in Engineering Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.

"Associate in Fine Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, music, or theater.

"Associate in General Studies Degree" means an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

"Associate in Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the mathematical, biological, or physical sciences or one of the professional fields with these disciplines as a base.

"Baccalaureate/Transfer Education" means coursework intended to prepare individuals for transfer into a baccalaureate curriculum in a related field of study.

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"Branch" means an administrative unit of a college that has a continuing educational mission and serves as a secondary instructional site for the college.

"Bridge Instruction" means coursework in adult education, remedial education, career and technical education, vocational skills education, or a combination of these types of education, to prepare individuals for entering credit courses and curricula.

"Campus" means an organized administrative unit of a college that has a continuing educational mission and serves as a primary instructional site for the college.

"Career and Technical Education" means organized educational programs of study that prepare students for employment in a specific field and should be aligned with related secondary and/or upper-division programs that require a common knowledge and skill set.

"Certificate" means an award for satisfactory completion of a series of courses or curriculum of less than 59 semester credit hours.

"General Certificate" means a noncredit award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education, adult secondary education, remedial education, vocational skills, or general studies.

"Occupational or Career and Technical Certificate" means a credit award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field.

"College" means a district's administrative unit that is authorized by the Illinois Board of Higher Education to grant postsecondary-level degrees and certificates, is recognized by the ICCB, and provides a comprehensive program of instruction in accordance with Section 1-2(e) of the Act.

"Contact Hour" means instructional time based on a 50-60 minute clock hour of instructional activity that may include classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

["Cooperative Agreement" means a contract or agreement a between a college and one or more other colleges, organizations, associations, educational institutions, or government agencies to obtain, deliver, or share educational services for academic credit. A cooperative agreement does not include collective bargaining agreements with any labor organization.](#)

"Course" means a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific objectives within a designated time period, such as a semester or a quarter.

"Credit for Prior Learning" means evaluation and assessment of a student's life learning through employment, training and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification or advanced standing toward further education or training.

"Curriculum" means an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate.

"District Curriculum" means a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within the district.

"General Studies Curriculum" means a curriculum designed to meet individual student goals, in the promotion of personal improvement and self-understanding.

"Regional Curriculum" means a curriculum approved for offering within a particular region of the State, on the basis of student interest and employment demand within the region. An institution holding authority to offer a regional curriculum shall not exclude additional districts, including those within the defined region or regional consortia of colleges, from requesting approval to offer the same curriculum in its district.

"Statewide Curriculum" means a curriculum approved for offering on the basis of student interest and employment demand statewide. An institution holding authority to offer a statewide curriculum shall not exclude additional districts from requesting approval to offer the same curriculum statewide, regionally or in its district.

"Educational Agency" means an agency, corporation, or other defined legal entity that offers instruction.

"Electronic Exchange System" means an online tool for organizing ICCB proposals and tracking their status.

"Extension Center" means an instructional site for the college that is used for offering some of the college's courses and/or programs for a limited duration.

"GECC" means the General Education Core Curriculum of the Illinois Articulation Initiative.

"General Education Core Curriculum Credential" or "GECC Credential" means a credential provided by the college for completion of the 37 to 41 credit hours to satisfy the GECC.

"Higher Learning Commission" or "HLC" means an independent corporation that serves as one of six regional institutional accreditors in the U.S. and accredits degree-granting post-secondary educational institutions in the North Central Region, which includes Illinois.

"Instructional Activity" means classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

"Internship/Practicum" means a course of planned and supervised training that allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

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"Laboratory" means a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

"Lecture" means a course presented in an oral or related format that allows for content to be discussed among class participants.

"PBVS Program of Study" means any of the programs listed in Section 10 of the Career and Workforce Transition Act [110 ILCS 151].

"Principal Site" means the official mailing address of the college.

"Private Business Vocational School" or "PBVS" means a non-degree granting institution that is regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools Act of 2012 [105 ILCS 426] and that is nationally accredited by an accreditor approved by the U.S. Department of Education.

"Public Service" means noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community, designed to be of service to the public.

"Remedial Education" means courses in computation, communication (that is, writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered before entry into postsecondary education.

"Research" means investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply those revised theories.

"Secondary School" means a private or parochial secondary school, public secondary school district, or public unit school district.

"Unit of Instruction" means any one of the following:

An organized program of study consisting of a sequence of courses that results in the award to a student of a certificate or an associate degree.

Any existing organized program of study offered at a new geographical location outside of the college district.

Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus or branch.

"Unit of Research or Public Service" means a college's subdivision (e.g., a division, institute or center) that administers one or more research or public service programs.

"Vocational Skills Education" means courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry.

(Source: Amended at 43 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 1501.305 College, Branch, Campus, and Extension Centers**

- a) Approval of a New College. An application for approval for a proposed new college shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a new college are:
- 1) The proposed college shall be authorized by the Board of Trustees.
  - 2) The proposed college shall meet educational needs that cannot be met within that area of the district as demonstrated by a needs assessment. The needs assessment shall include identification of all other educational institutions providing postsecondary education within a 30-mile radius of the proposed college, identification of student demand for postsecondary education by program area within the service area of the proposed college, a statement on how the establishment of the proposed college will impact the enrollments on these postsecondary educational institutions within a 30-mile radius of the proposed college, a statement on how the establishment of the proposed college will impact the current enrollments of the district's present colleges, and of student enrollments for the proposed college.
  - 3) The proposed college shall provide a comprehensive program of instruction as specified in Section 101-2(e) of the Act.
  - 4) The district shall certify that the resources for the facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed college.
  - 5) The needs assessment substantiates that the student enrollment for the proposed college shall be at least 1,000 full-time equivalent students (30,000 semester credit hours) per year by the second full year of operation.
  - 6) The district shall have at least \$150 million of assessed valuation for each of its colleges, including the proposed college.
  - 7) The proposed college shall serve a population of at least 60,000 or a geographic area of at least three entire counties.
  - 8) The plans to obtain regional accreditation for the proposed college have been developed.
- b) Approval of a Branch or Campus. An application for approval of a proposed branch or campus shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a branch or campus are:

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- 1) The proposed branch or campus shall be authorized by the Board of Trustees.
- 2) The proposed branch or campus shall meet educational needs that cannot be met in that area of the district as demonstrated by a needs assessment.
- 3) The college shall certify that resources for facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed branch or campus.
- 4) The proposed branch or campus shall provide student and academic support services on site that are adequate pursuant to Section 1501.302 to support the curricula offered and the students in attendance at the branch or campus.

~~e) To qualify for a grant of up to \$100,000 for the establishment of a college, campus or branch once approval has been granted by the ICCB, all of the following conditions must be met:~~

- ~~1) The college, campus or branch shall meet the conditions specified in Section 3-12.2 of the Act.~~
- ~~2) The college district shall request the ICCB to include the grant in its budget request submitted to IBHE and shall include a justification of the need and proposed use of the grant.~~
- ~~3) Funds for the college, campus or branch shall have been appropriated.~~

~~4c) Extension Centers. An extension center located within the community college district is a reasonable and moderate extension of a college and may be established at the discretion of the district's Board of Trustees. An extension center located outside the community college district requires ICCB approval under Section 1501.307.~~

(Source: Amended at 43 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1501.307 Cooperative Agreements ~~and Contracts~~**

Cooperative agreements ~~and contracts with other Illinois educational agencies and those out of state~~ may be established for the purpose of providing more accessible instructional services to students and increasing efficiency in the use of educational resources. An application for approval shall be submitted to the ICCB on forms provided by the ICCB, subject to the following conditions:

- ~~a) A new unit of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency is subject to approval by the ICCB as indicated in Section 1501.302.~~
- ~~b) Agreements with Secondary Schools. If a community college enters into a cooperative agreement or contract with a secondary school to provide advanced or specialized secondary level courses in either the academic or vocational field, the college shall charge the secondary school the per capita cost of offering such instruction, in which case the college shall not claim ICCB credit hour grants for these secondary school students, or the college shall charge the secondary school for secondary school student participation in accordance with a joint agreement between the college and the secondary school district under Section 10-22.20a of the School Code [105 ILCS 5/10-22.20a]. When charges are~~

~~made pursuant to a joint agreement, credit hour grants may be claimed in accordance with Section 1501.507.~~

- ~~ae)~~ ~~In-District~~ Cooperative Agreements for Instruction. A community college district may enter into ~~in-district~~ contractual arrangements to ~~provide- deliver or obtain~~ educational programs or services ~~within its district~~ for previously approved units of instruction upon approval by the ICCB. ~~Copies of these contractual arrangements shall be kept on file at the district central administrative office.~~ Criteria for the approval of ~~in-district~~ agreements for instruction shall be:

- 1) accessibility of instruction to students
- 2) labor market need
- 3) cost-effectiveness in providing instructional programs
- 4) comprehensiveness of available programs for student
- 6) impact on regional and statewide programs
- 7) impact on programs at neighboring community college districts, applicable only if the college is delivering service outside its district.
- 8) the partnering entity's past experience in offering similar units of instruction, applicable only if partnering to obtain services.

- ~~-~~  
~~eb)~~ Interdistrict Cooperative Agreements for Instruction. A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's program(s)/course(s) ~~upon approval by the ICCB.~~

- ~~1) — Criteria for the approval of interdistrict agreements for instruction shall be:~~
- ~~-~~  
~~A) — accessibility of instruction to students~~
  - ~~-~~  
~~B) — labor market need~~
  - ~~-~~  
~~C) — comprehensiveness of available programs for students~~
  - ~~-~~  
~~D) — cost-effectiveness in providing instructional programs~~
  - ~~-~~  
~~E) — impact on regional and statewide programs~~
  - ~~-~~  
~~F) — impact on programs at neighboring community college districts~~

- ~~-~~  
~~21)~~ The curricula included in the cooperative agreement for instruction shall be listed in the catalog of the college that does not have the program but is making it available to its students through a contractual arrangement with another college. A copy of the listing shall be kept on file at the district central administrative office.

~~23)~~ Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois Community Colleges Online. The cooperative agreement ~~may shall~~ specify that the programs/courses will be approved as programs/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such. This agreement would allow the receiving institution to offer the program only through online delivery through the sending college. The sending institution will be the institution of academic control of the course/curriculum. ICCB approval for such agreements will be based on the following:

- ~~1) a request for approval must be filed in a format specified by the ICCB;~~
- 
- ~~2) the request must be accompanied by a draft cooperative agreement and a signed statement of agreement that the program/course will be offered only through online delivery and that both the sending and receiving institutions agree that the sending institution will be the institution of academic control of the course/curriculum;~~
- 
- ~~3) the receiving institution must notify ICCB if and when the cooperative agreement is no longer operational so that the program/course can be removed from the approved ICCB program/course file.~~

~~ec)~~ Copies of these contractual arrangements shall be kept on file at the district central administrative office. ~~Out of District Cooperative Agreements for Instruction. A community college district may enter into contractual arrangements with other public or nonpublic institutions of higher education for the delivery of units of instruction upon approval by ICCB. Criteria for approval of out of district agreements for instruction shall be:~~

- 
- ~~1) accessibility of instruction to students~~
- 
- ~~2) labor market need~~
- 
- ~~3) comprehensiveness of available programs for students~~
- 
- ~~4) cost effectiveness in providing instructional programs~~
- 
- ~~5) impact on regional and statewide programs~~
- 
- ~~6) impact on programs at neighboring community college districts~~
- 

~~f) Changes, revisions, or additions to cooperative agreements previously approved by the ICCB are reasonable and moderate extensions and must be reported to the ICCB prior to implementation.~~

~~g) Extension of Curricula/Credit Courses into Another Community College District.~~

- ~~1) A community college may extend previously approved credit courses into another community college district with approval of the other community college district.~~
-

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- ~~2) A community college may extend previously approved curricula into another community college district upon approval of the ICCB. Criteria for approval shall be:~~
- ~~-~~
  - ~~A) a request from the community college district in which the proposed extension is to be offered~~
  - ~~-~~
  - ~~B) labor market need~~
  - ~~-~~
  - ~~C) cost effectiveness in providing instructional programs~~
  - ~~-~~
  - ~~D) adequacy of facilities and support services~~
  - ~~-~~
  - ~~E) impact on regional and statewide programs~~
  - ~~-~~
  - ~~F) impact on programs at neighboring community college districts~~
  - ~~-~~
- ~~3) If a district in which military installations, correctional institutions, or other state or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may apply to the ICCB to do so. If more than one college applies, the ICCB will select a college using the following criteria:~~
- ~~-~~
  - ~~A) The proximity of the college to the institution.~~
  - ~~-~~
  - ~~B) The availability at the college of the instructional units needed by the institution.~~
  - ~~-~~
  - ~~C) The cost of providing the instructional units for the institution.~~
  - ~~-~~
  - ~~D) The college's past experience in offering similar units of instruction.~~
  - ~~-~~
- ~~h) Extension of Curricula/Credit Courses Out of State. Curricula and credit courses offered at out of state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by the ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out of state provided that it meets the following criteria:~~
- ~~-~~
  - ~~1) A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by the ICCB.~~
  - ~~-~~
  - ~~2) The college shall identify how the extension will be used by students to complete degree or certificate programs.~~
  - ~~-~~
  - ~~3) If the extension is offered for out of state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no state or local tax monies will be used to provide such extensions.~~
  - ~~-~~
  - ~~4) The college shall submit annual reports of its out of state extensions for the past fiscal year, on forms provided by the ICCB, by July 15 of each year.~~
  - ~~-~~

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- ~~5) The college shall request approval of its out-of-state extensions, on forms provided by the ICCB, prior to May 15 for the fiscal year beginning on the next July 1.~~
- ~~-~~
- ~~6) Deletion, modification, or addition of courses and curricula offered at out-of-state extensions previously approved by the ICCB are reasonable and moderate extensions and must be reported to the ICCB~~

(Source: Amended at 43 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 1501.312 Extension of Curricula/Credit Courses**

- ~~a) A community college may extend previously approved credit courses into another community college district with approval of the other community college district.~~
- ~~b) A community college may extend previously approved curricula into another community college district upon approval of the ICCB. Criteria for approval shall be:
  - ~~1) a request from the community college district in which the proposed extension is to be offered~~
  - ~~2) labor market need~~
  - ~~3) cost-effectiveness in providing instructional programs~~
  - ~~4) adequacy of facilities and support services~~
  - ~~5) impact on regional and statewide programs~~
  - ~~6) impact on programs at neighboring community college districts~~~~
- ~~c) If a district in which military installations, correctional institutions, or other state or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may apply to the ICCB to do so. If more than one college applies, the ICCB will select a college using the following criteria:
  - ~~1) The proximity of the college to the institution.~~
  - ~~2) The availability at the college of the instructional units needed by the institution.~~
  - ~~3) The cost of providing the instructional units for the institution.~~
  - ~~4) The college's past experience in offering similar units of instruction.~~~~
- ~~d) Curricula and credit courses offered at out-of-state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by the ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out of state provided that it meets the following criteria:
  - ~~1) A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by the ICCB.~~~~

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- 2) The college shall identify how the extension will be used by students to complete degree or certificate programs.
- 3) If the extension is offered for out-of-state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no state or local tax monies will be used to provide such extensions.
- 4) The college shall submit annual reports of its out-of-state extensions for the past fiscal year, on forms provided by the ICCB, by July 15 of each year.
- 5) The college shall request approval of its out-of-state extensions, on forms provided by the ICCB, prior to May 15 for the fiscal year beginning on the next July 1.
- 6) Deletion, modification, or addition of courses and curricula offered at out-of-state extensions previously approved by the ICCB are reasonable and moderate extensions and must be reported to the ICCB

(Source: Amended at 43 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

Illinois Community College Board

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

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

**Permanent Program Approval**

Harry S. Truman College

- Early Childhood Special Education Endorsement Certificate (12 credit hours)

Illinois Valley Community College

- Medical Assistant Certificate (29.5 credit hours)

Joliet Junior College

- Paralegal Studies Certificate (27 credit hours)

McHenry County College

- Entrepreneurial Agriculture Business/Marketing Certificate (18 credit hours)
- Entrepreneurial Agriculture Production Certificate (18 credit hours)

Richard J. Daley College

- Cybersecurity Certificate (18 credit hours)

Richland Community College

- Critical Care Transport Certificate (8.5 credit hours)

Rock Valley College

- Fundamentals of Mechatronics Certificate (16 credit hours)
- Industrial Welding Certificate (16 credit hours)

**Temporary Program Approval**

Carl Sandburg College

- Agriculture Certificate (16 credit hours)

Illinois Community College Board

**PERKINS V STATE PLAN UPDATE**

The attached Perkins V State Plan Update provides a summary of the plan as well as the development activities. This update provides information in the following areas:

- Background
- Vision for Illinois CTE
- Plan Goals
- Key Strategies
- Proposed Performance Targets
- Plan Timeline and Stakeholder Engagement
- Student and Employer Engagement
- Regional Roadshows
- Other Important Timelines

As the plan is finalized, an oral presentation will be given at a future ICCB meeting.

## Background

The Perkins V 4-Year State Plan (July 1, 2020- June 30, 2024) will be administered by the Illinois Community College Board (ICCB) and the Illinois State Board of Education (ISBE) and is being developed through a collaborative approach involving a variety of stakeholders.

The purpose of the State Plan is to guide the strategic partnership and alignment between ICCB and ISBE in order to strengthen career and technical education (CTE) in Illinois. The plan describes the processes and policies that will be carried out by ISBE, ICCB, and the local education agencies and community colleges, who are responsible for local administration of Perkins dollars. Activities within the State Plan aim to achieve the State's Vision and Goals for creating an educated and skilled workforce, in partnership with many state and local partners.

## Vision for Illinois CTE

Illinois supports an aligned, high-quality career pathway system informed by industry and community needs. This P-20 system will ensure equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve their education and career goals.



## Plan Goals

Illinois will support this vision through the implementation of five goals:

1. Increase Postsecondary and Industry-Recognized Credential Attainment
2. Enhance Career Pathway Opportunities
3. Expand Early College Credit Opportunities
4. Increase Responsiveness to Communities' Workforce Needs
5. Ensure Each and Every CTE Student is Educated by Highly Qualified and Effective Educators

Illinois aims to place equity at the forefront of decisions made regarding CTE programming, acknowledging that opportunity gaps exist among members of special populations and people of color due to historical, systemic barriers in our education and workforce systems. Alignment among K-12, postsecondary, and workforce equity targets will be an essential component to promoting educational equity.

## Key Strategies

The first iteration of the State Plan draft builds off of Illinois' Transition Plan to provide a more comprehensive set of strategies for the state, as well as local recipients. Key strategies highlighted throughout the State Plan draft include:

1. Alignment to federal and statewide initiatives, including but not limited to, the Workforce Innovation and Opportunity Act, Postsecondary and Workforce Readiness Act, Adult Education and Literacy Strategic Plan, Governor Pritzker's Executive Order 3, and the 60X2025 Postsecondary Attainment Goal.
2. Expanding meaningful CTE dual credit opportunities
3. Expanding integrated education and training opportunities (adult education students)
4. Enhanced flexibility for colleges to support special populations students through: transportation, childcare, tutoring, textbooks, supplies, etc.
5. Closer collaboration with the Illinois Workforce Innovation Board
6. Supporting evidence-based comprehensive professional development

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7. Local support for expanding and implementing College and Career Pathway Endorsements
8. Emphasizing quality work-based learning opportunities (including apprenticeships) and engagement with business and industry
9. Incorporation of employability skills into curriculum
10. Focusing leadership funding to recruit and retain CTE instructors, including pedagogical training and support for those transitioning from business and industry into teaching

**Proposed Performance Targets**

| Indicators                                      | Performance Level |        |        |        |
|---|-------------------|--------|--------|--------|
|   | FY2020            | FY2021 | FY2022 | FY2023 |
| 1P1: Postsecondary Retention and Placement      | 69%               | 69.4%  | 69.8%  | 70.4%  |
| 2P1: Earned Recognized Postsecondary Credential | 70.1%             | 70.5%  | 70.9%  | 71.3%  |
| 3P1: Nontraditional Program Enrollment          | 9.6%              | 9.8%   | 9.9%   | 10.1%  |

**Plan Timeline and Stakeholder Engagement**

To complement the stakeholder engagement that has occurred since July 2018, ISBE and ICCB will host student and employer focus groups as well as public hearings via the regional Roadshow events throughout the fall of 2019.

**Student and Employer Engagement:** On behalf of ISBE and ICCB, the Joyce Foundation will facilitate focus groups with high school and community college students (including adult education students) as well as employers, across the state. Focus groups will be held at the following locations:

- |  |   |
|--|---|
| <p>9/19: St. Clair Regional Office of Education, Belleville</p> <p>9/27: Woodruff High School, Peoria</p> <p>10/1: Rock Valley College, Rockford</p> | <p>10/7: Buffalo Grove High School, Buffalo Grove</p> <p>10/8: Carl Sandburg College, Galesburg</p> |
|--|---|

**Regional Roadshow:** In Fall 2019, ISBE and ICCB will convene a second regional roadshow to invite in-person feedback on the first draft of the State Plan for Perkins V. Like the roadshow forums held in December of 2018, ISBE and ICCB leadership will present the goals, priorities, and activities incorporated into the draft State Plan to carry out Illinois’ vision for CTE. The second half of the forum will be dedicated to participant feedback.

- |  |  |
|--|--|
| <p>10/7: Buffalo Grove High School, Buffalo Grove</p> <p>10/10: Wilco Area Career Center, Romeoville</p> <p>10/23: Richland Community College, Decatur</p> | <p>10/24: Kaskaskia College, Centralia</p> <p>10/25: Chicago Public Schools, Chicago</p> |
|--|--|

**Other Important Timelines**

|                            |   |
|----------------------------|---|
| October 2019               | Public Comment on 1 <sup>st</sup> draft of State Plan and Performance Targets |
| December 2019-January 2020 | Present revised Plan (2 <sup>nd</sup> draft) to Boards as information items   |
| January-February 2020      | 2 <sup>nd</sup> Public Comment Period, Submit to Governor’s Office            |
| March 2020                 | Submit to Boards for Approval   |
| April 2020                 | Submit to U.S. Department of Education  |

Illinois Community College Board

**EXECUTIVE SESSION**

**ONLY to be read if entering into executive session.**

**Mr. Chair reads:**

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

**A Board member will then read the following motion:**

**(All reasons for entering Executive Session must be clearly stated during the reading of the motion)**

I move to enter Executive Session for the purpose of **Employment/Appointments Matters and Minutes of Closed Sessions** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

**Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.**

Illinois Community College Board

**APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES**

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

**RECOMMENDED ACTION:**

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; and March 15, 2019 are to remain confidential. All other Executive Session Minutes are available for public inspection.