Agenda
462nd Meeting of the
Illinois Community College Board

John Wood Community College
Workforce Development Center
Room 112
2710 N 42nd Street
Quincy, IL

September 27, 2024

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Illinois Community College Board

AFFIRMING THE BOARD GOALS FOR FY2025

Every year the Board reviews its stated goals and considers what, if any changes are necessary. This typically occurs as a part of the Board Retreat and is voted on in the next regular Board Session. For this meeting, the Goals were considered at the recent retreat on August 29 and are now presented here on the agenda to be voted on. No changes were proposed to the goals. As a reminder, the ICCB goal statement is: The Board hereby supports and affirms the mission of the state's community college system in providing all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness. The Board is committed to working with community colleges to ensure racial and ethnic diversity on our campuses and to promote inclusive learning environments. The system's commitment to diversity, equity, and inclusion is essential to students' personal and professional growth and success academically, social-emotionally, and in the workforce. To meet this responsibility, the Board has committed to the following three goals:

GOAL 1: To support all students with a focus on minority, first-generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that close equity gaps resulting in system-wide improvement of equity metrics across enrollment, retention, advancement, and completion.

GOAL 2: To support a seamless transition for students into and through postsecondary education and the workforce by fostering the development of robust career pathways aligned to the needs of business and industry, strong engagement at all levels of the community college system, and with a focus on meeting students where they begin their educational journey, resulting in equitable access and outcomes for all students.

GOAL 3: To contribute to economic and workforce development by supporting the Illinois community college system's effort to provide high-quality, dynamic workforce training opportunities that build essential skills for high-value work through apprenticeships, work-based learning opportunities, and competency-based instructional models that result in equitable economic mobility through increased credential attainment.

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.

RECOMMENDED ACTION

It is recommended that the following motion be adopted

If there are no amendments: The Illinois Community College Board hereby approves and affirms the continuation of the existing Board Goals for FY2025.

If there are amendments: The Illinois Community College Board hereby approves and affirms the Board Goals, with agreed upon amendments, for FY2025. Further, the Board authorizes the Executive Director to make technical changes to these amendments and to finalize these goals with the Board Chair.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

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

- Election of the AWS Chairperson

- Workforce Education
  - Career & Technical Education
    - Rev Up Round 3
    - Taking Back the Trades
  - Workforce
    - Innovative Bridge and Transition Grant
    - Non-credit Workforce Training Initiative
    - Industrial Training and Assessment Centers – Department of Energy
  - Adult Education
    - Adult Education Week
    - Adult Education Competition

- Academic Affairs
  - Mental Health Grant
  - New Unit Summary

- Strategic Initiatives
  - OER Summit

- Other
  - Partnership Presentation (Oral Report)
  - Next Meeting Agenda Items

- Adjourn

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD PARTNERSHIPS

The Illinois College Community College Board works with a variety of state agencies, community organizations, community college system and external associations, as well as philanthropic organizations. At the March 2024 board meeting, staff discussed partnerships with other state agencies. Staff will provide an oral presentation on community organizations and philanthropic partnerships. The purpose of this brief presentation is to summarize the collaborative efforts that are necessary to fulfill the mission and the goals of the community college system, as well as to ensure state and federal, and legislative mandates, policies and rules are followed.

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

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

➢ Marketing & Communications Update

➢ Update on U.S. Census Post-Secondary Employment Outcomes (PSEO) Initiative

➢ Overview of Certificate of Eligibility for Special Tax Levy

➢ Discussion of FY 26 Budget Priorities

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 conduct recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Highland Community College, Illinois Eastern Community Colleges, Joliet Junior College and Kankakee 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 2023, Highland Community College, Illinois Eastern Community Colleges, Joliet Junior College and Kankakee Community College underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation but gives background on the recognition evaluation and approval process for the Board's information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Highland Community College, District 519
Illinois Eastern Community Colleges, District 529
Joliet Junior College, District 525
Kankakee Community College, District 520

BACKGROUND

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

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

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

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

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

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

RECOGNITION REPORT

ILLINOIS EASTERN COMMUNITY COLLEGES

September 2024

Illinois Community College Board
Recognition Report
For Illinois Eastern Community Colleges
September 2024

Introduction

During fiscal year 2022 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Illinois Eastern Community Colleges, District 529. 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 Eastern Community Colleges. 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 Eastern Community Colleges' 2021-2022 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i).

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

        Compliance Recommendation: None.

    2. **Articulation**

        Illinois Eastern Community Colleges offer the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Arts and Sciences (A.S.A.), 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**

        The institution maintains academic control of the design, conduct, and evaluation of the units of instruction. Faculty develop learning outcomes, activities, and assessment for courses and programs, and courses and programs are subject to the established curriculum approval process. The institution uses the ICCB Program Review, Program Advisory Committees, and other institutional processes to ensure that admission, course placement, and graduation requirements for the units of instruction are met.

Compliance Recommendations: None.

4. Curriculum

4a) A comparison between Illinois Eastern Community Colleges' college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Illinois Eastern Community Colleges' 2022 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2021 and 50 from fiscal year 2022. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2021 and 2022, including their credentials.

State Laws and Regulations and Accreditation Standards

Based on the review, staff concluded that the college adheres to all state laws, regulations, and accreditation standards. The college has a dual credit policy in place and has approved dual credit partnership agreements with all 16 high school districts within the IECC district

boundaries. The college revised the policy in 2021 to align with the language of the Model Partnership Agreement. The college reports that it closely monitors dual credit course offerings on a semester-by-semester basis. All articulation forms are signed off on by staff on both the secondary and postsecondary side.

Instructors

During fiscal years 2021 through 2022, it was reported that 91 instructors taught transfer (1.1) dual credit courses (Frontier- 15, Lincoln Trail- 35, Olney Central- 27, Wabash Valley- 14). Of these instructors, four of them were not found to hold the proper credentials to teach 1.1 dual credit coursework. These four faculty members did not hold the minimum requirement of 18 graduate degree hours in the discipline being taught, nor was it noted that they were following a professional development plan.

It was also reported that 57 instructors taught career and technical education (1.2) dual credit courses (Frontier- 12, Lincoln Trail- 11, Olney Central- 16, Wabash Valley- 18). Of these instructors, one of them had the required 2,000 hours of occupational experience; however, the occupational experience does not align with the courses being taught. Four of the instructors had teaching experience listed as their occupational experience. Three of the instructors had "NA" listed under occupational experience. The remaining instructor did not have the required 2,000 hours of occupational experience. The names of the underqualified faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students* and are broken out by college.

Students

The college provided separate student-level data for each of the four Illinois Eastern Community Colleges. After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that a total of six students in fiscal year 2021 (Olney Central- 3, Wabash Valley- 3) and 19 students in fiscal year 2022 (Frontier- 7, Lincoln Trail- 5, Olney Central- 4, Wabash Valley- 3) may not have met the required placement examination score. These 25 students can be found in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*. Please note that no student names are provided in the supplemental document, rather the students are identified by the line number within the spreadsheet. All other students met the pre-requisite requirements to take dual credit courses.

Course Offerings and Requirements

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

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.313, the college must ensure all dual credit instructors have

adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework. For CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience.

College Response: IECC is making a focused effort to ensure that all dual credit instructors have adequate credentials to teach the courses they are assigned and that those credentials match those of our college instructors.

In November 2016, IECC received a waiver from the Higher Learning Commission until September 1, 2025 to be in full compliance with the faculty qualification requirements. ICCB has indicated they will honor this faculty qualification extension to college districts in the Illinois Community College System.

For the coming year and moving forward, the Directors of Dual Credit and Deans of Instruction will evaluate transcripts of dual credit faculty and compare their qualifications to the courses they are teaching – using the Minimum Faculty Requirements/Qualifications Policy (400.8) – revised May 17, 2022. If a faculty is determined to not possess the proper qualifications to teach a specific 1.1 or 1.2 course(s), the instructor will be reassigned to another course(s) for which they are qualified, if available.

Compliance Recommendation 2: In the future, the college should ensure that all students who are taking dual credit coursework meet all necessary pre-requisite coursework and also meet the minimum requirements for passing any applicable placement exam(s).

College Response: IECC will ensure that all students accepted into dual credit courses meet the District's criteria, prerequisites, and the placement requirements for each course through its revised Student Placement Policy (500.13) – revised January 17, 2023. Dual credit students enrolling in college-level courses are required to meet the same academic requirement as college-level students to ensure they are qualified and prepared. As stated in 500.13, IECC uses multiple measures to determine student placement in college-level courses.

Documentation and review of multiple measures of placement are completed by academic advisors, faculty, and/or student records staff to ensure all students accepted into dual credit courses meet academic qualification and requirements.

6. Assessment Plans

The institution has a systematic process to assess student learning in each degree and certificate program it offers. The Director for Assessment and the Assessment Coordinators lead the assessment process at the institution, and the Assistant Dean of Academic Services and Director for Institutional Assessment and Effectiveness support the work. Assessments

measure course outcomes, academic programs, curriculums, and teaching quality. The institution notes that the pandemic interrupted many of their assessment protocols, but the institution has been able to resume its adopted assessment procedure outlined in their assessment plans.

Compliance Recommendation: None.

7. Student Evaluation

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

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The institution employs educated and prepared faculty to teach in its units of instruction. The institutional policy on faculty qualifications meets the minimum requirements of the ICCB Administrative Rules. The Center for Excellence in Teaching and Learning provides information, training, and support for faculty and staff in instructional pedagogy, assessment methods, and student success strategies. Also, the institution provides Quality Matters training and resources to advance online instructional design.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, four of the faculty members did not appear to meet the faculty requirements outlined by the ICCB for the course(s) to which they were assigned to teach.

Compliance Recommendation: To follow Administrative Rule 23 Ill. Adm. Code 1501.303(f), Illinois Eastern Community Colleges must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a. Faculty Qualifications/Policies states:

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

College Response: IECC will continue to make a focused effort to ensure all faculty meet IECC's Minimum Faculty Requirements/Qualification Policy 400.8, which is aligned with ICCB Administrative Rule 1501.303(f), ICCB Recognition Standard 8a Faculty Qualifications/Policies, and the Higher Learning Commission's (HLC) Faculty Qualification Guidelines and Assumed Practices.

IECC will continue to audit full-time and part-time faculty files to ensure that faculty have the requisite academic preparation and qualifications to teach courses they are assigned as directed by IECC Policy 400.8.

9. Cooperative Agreements and Contracts

Self-study findings: As part of the recognition review for standard 9, Cooperative Agreements, Illinois Eastern Community Colleges (IECC) reviewed their interdistrict cooperative agreements and determined that all agreements are current and have been approved by the ICCB. Currently, IECC does not participate in any out-of-district cooperative agreements, save the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement), which it entered into in October 2016. The CAREER Agreement has been adopted by all 39 Illinois community college districts. IECC also reviewed its course catalog and website as part of the review of indicators of quality. This review concluded that the IECC publicizes current information on the CAREER Agreement and that information is consistent across all platforms.

ICCB review findings: The following items of the college were reviewed: the college's website and the college's course catalog (online). Illinois Eastern Community Colleges participate 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. There is no reference to additional cooperative agreements within either the catalog or on the website. Additionally, the information in the course catalog regarding the CAREER Agreement appears consistent with what the college reported in the self-study.

All Indicators of Compliance and Indicators of Quality were met.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Illinois Eastern Community Colleges' program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The district meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The district includes student and academic support services and administrative functions in their review cycle. All program review submissions were timely.

Discrepancies between the district's program review process and schedule and the ICCB five-year program review were identified in fiscal year 2020 when the review for Counseling Services was not submitted.

Compliance Recommendation: None.

Advisory Recommendation: As provided in the feedback letter dated September 16, 2021, the ICCB recommends that the district align their current program review schedule with the ICCB program review cycle. The ICCB recognizes that exceptions may have been granted in prior years.

College Response: IECC has aligned its program review schedule with the ICCB program review cycle. Deviation from the ICCB program review cycle should be nonexistent moving forward.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 1A: Advising/Counseling
The advising, counseling, and transfer programs at Illinois Eastern Community Colleges are comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. The advising department has significantly improved online registration, allowing the move to appreciative advising. Per the report, the colleges have the ability, through federal grant funds, the course audit system, and student support tools, to improve the advising processes over the next few years. Advisors, faculty, and other professional staff assist students with internship and job placement upon graduation. The advising staff specializes in programs, so they are well-versed in the curriculum and admission requirements when applicable and understand the demands and rigors of the program.

Compliance Recommendation: None.

B: Financial Aid

IECC conducted a comprehensive evaluation of its Financial Aid Department. Students can receive assistance either in person, over the phone, or by appointment. Each campus has a dedicated Coordinator of Financial Aid and a Student Support Specialist. The Financial Aid Coordinators also act as the Coordinator of Veterans and Military Student Personnel Services and as the liaison for homeless and housing insecure students. Additionally, students can conveniently access all the relevant information regarding financial aid on the college's website.

Compliance Recommendation: None.

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

College Response: IECC strives to provide complete information when reporting information to the ICCB. For future reporting cycles, IECC will make every attempt to include current loan default rates.

C: Placement
The Career Services Center delivers wrap-around career advising, including career exploration support. These services include but are not limited to résumé writing, interview skill development, job identification, and student work-study. The Federal Work-Study (FWS) Program provides an opportunity for eligible students to experience the responsibility of work in a supportive environment. Employees of the institution work to scaffold students into a professional role.

Compliance Recommendation: None.

D: Support Services

IECC provided a comprehensive and holistic review of its various student support services. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. The bookstores host late night hours during peak sales times at the start of classes. Additionally, technical support via the online helpdesk allows for a ticket 24 hours a day. The college meets the obligations of SB0190 (Higher Education Housing and Opportunities Act).

IECC serves and provides educational opportunities for students and their dependents who have served and/or are serving. It offers a robust roster of student activities, including athletic programs, clubs, career, and technical service organizations (CTSO), TRIO Student Support Services grant programming, federal work-study programs, and tutoring centers. The college has a Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans, military personnel, and their families. The coordinator also serves as an advocate for the needs of student veterans before the college's administration.

Compliance Recommendation: None.

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

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

Compliance Recommendation: None.

3. **Admission of Students and Student Records**

Community colleges in Illinois have an open admissions policy. Admission to the college does not ensure admission to a particular course or program of study. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include.
- high school graduates or the equivalent,
- others 18 years of age and older,
- non-graduates aged 17 who have severed their connection with the high school system, and
- students younger than 18 who meet established criteria.

College credit is accepted for transfer from institutions with regional accreditation, covering the student's enrollment time. The Admission and Registration Office maintains student records, upholds admission policies and standards, and evaluates transcripts. ARO supports the college's admission policies by accurately recording student type, placement, and proficiency information.

Compliance Recommendation: None.

3. **FINANCE/FACILITIES**

1. Credit Hour Claim Verification.

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Illinois Eastern Community College on October 5, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications

are used by ICCB annually to determine system funding calculations and college allocations.

The college has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 190 students in Fiscal Year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy.

Over the five-year period, there was one course that was reported twice on the unrestricted report. Due to COVID-19, an instructor change was required. Five students were transferred from course HEA 2269, section 1W0 to section 1W1, and both classes were submitted for reimbursement. This error resulted in a very small overreport of 20 credit hours with a de minimis financial impact.

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

Compliance Recommendation: None.

Advisory Recommendation: In order to meet ICCB requirements for credit hour claim reporting, the college must ensure that processes establish complete review for accurate reporting.

College Response: IECC strives to report accurate information to ICCB for reimbursement. This is evidenced by only one course being reported twice on the unrestricted report over a five-year period – a COVID-19-related instructor change. IECC has effective processes in place to prevent this type of duplicate reporting; IECC will strive to achieve 100% accuracy moving forward.

Midterm Certification

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

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

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

Compliance Recommendation: None.

Student Residency

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

Public Act 102-800, effective May 13, 2022, addressed in-district residency status for active duty service personnel, certain military veterans, and others. Specifically, this state measure cites the federal requirements for maintaining approval for veterans' education benefits under 38 U.S.C. 4679©. The college's residency policies, procedures, algorithms, and student catalogs should reflect these provisions.

Based on the review, the college properly classifies students but has not incorporated the recent change to state law made by PA 102-800.

Compliance Recommendation: None.

Advisory Recommendation: ICCB recommends the college update the residency procedure and other documentation to properly classify active duty and military veterans as in-district residents per Public Act 102-800.

College Response: The Chief Financial Officer at IECC and his group are currently reviewing and recommending updates to the following policies:
- *500.14 Tuition Waiver Policy*
- *500.21 Student Military Policy*
- *500.15 Residency Policy and Procedure*

Included in the recommended updates will be language to bring the District into compliance with Public Act 102-800. Recommendations will be forwarded on to the

Strategic Engagement Plan Council and the Board of Trustees for vetting and approval. Updates to each of the procedures/policies are projected to be completed by the fall of 2024.

Course Repeats

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

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

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

Compliance Recommendation: None.

2. **Financial Planning**

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

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

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

Compliance Recommendation: None.

3. **Financial Compliance Annual External Audit**

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

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

There were five findings noted over the four-year period. The CAP for each finding was provided and appears to be adequate. According to the fiscal year 2022 audit, there were no new or repeated findings. Based on the review, ICCB did not find any evidence of non-compliance.

Compliance Recommendation: None.

4. **A & B Facilities**

   A. **Approval of Construction Projects**

   ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. Due to the pandemic, ICCB has made this plan not due until July 1, 2022. The college submitted their 2020 Facilities Workbook and plan to develop a detailed Facilities Master Plan with a tentative completion date of 2025.

   Compliance Recommendation: None.

   B. **Facilities Data Submissions:**

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

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

   Compliance Recommendation: None.

5. **Employee Contracts**

   According to 110 ILCS 805/3-65, an employment contract entered into with an employee (president, chancellor, etc.) of a community college must not exceed four years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year.

All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

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

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

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

Based on the review, there are five contractual employee positions, including the President's position. The employment contracts met all specifications and notice provisions required by law.

Compliance Recommendation: None.

6. INSTITUTIONAL RESEARCH/REPORTING

Lincoln Trail College – 01

General Reporting Requirements
The latest five years of Illinois Community College Board (ICCB) data submissions by Lincoln Trail College were reviewed—generally this includes fiscal years 2019-2023 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary

Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2022 is up to $62,689 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Lincoln Trail College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Lincoln Trail College officials have met ICCB deadlines for most submissions. Overall, Lincoln Trail 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 2022 submission contained one critical error. This data was verified by college officials as valid and accurate. Lincoln Trail College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2023 submission was finalized four months late, and the fiscal year 2019 submission was finalized five days past the reporting deadline. The submissions took between three and 11 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 Highest Degree Previously Earned was also excellent with less than one or less than two percent of records having unknown highest degree previously earned each year. The proportion of records with Pell Recipient ranged between 16 and 25 percent across the five years reviewed and with Subsidized Stafford Recipient ranged between four and six percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2023 submission was finalized three months past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Lincoln Trail College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from three to five, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2022 submission contained three critical errors. This data was verified by college officials as valid and accurate. Coverage of Race/Ethnicity was excellent with zero or less than one percent of records having unknown race/ethnicity each year. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions

as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Lincoln Trail College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to four, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from two to three, and there were no critical errors in the final submissions in five of the five years reviewed. Lincoln Trail 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 across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Lincoln Trail College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent with zero or less than one percent of records having unknown age each year. Coverage of Race/Ethnicity was also excellent with zero or less than one percent of records having unknown race/ethnicity across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2023 submission was finalized one day past the reporting deadline. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

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 2021 submission was finalized four days late, and the fiscal year 2019 submission was finalized two days past the reporting deadline. The number of submissions required to finalize these data ranged from four to seven. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Lincoln Trail College met the submission deadline in two of the past five years reviewed; the fiscal year 2022 submission was finalized four and a half months late, and the fiscal year 2020 and 2019 submissions were finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from three 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Lincoln Trail College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in 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 Lincoln Trail College. Focused efforts are recommended to improve the timeliness of the **Annual Faculty, Staff, & Salary Data (C3)**.

*College Response: IECC will strive to meet all ICCB's reporting timelines. Focused efforts will be made to improve the submission timeliness of the **Annual Faculty, Staff, & Salary Data (C3)**.*

Olney Central College – 02

General Reporting Requirements
The latest five years of Illinois Community College Board (ICCB) data submissions by Olney Central College were reviewed—generally this includes fiscal years 2019-2023 unless otherwise stated. Submissions were evaluated on consistency, accuracy,

completeness, and timeliness. <u>Timeliness is based on the date of the final submission</u>, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix B.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2022 is up to $62,689 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Olney Central College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Olney Central College officials have met ICCB deadlines for most submissions. Overall, Olney Central 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. Olney Central College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2023 submission was finalized four months late, and the fiscal year 2019 submission was finalized six days past the reporting deadline. The submissions took between four and 12 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 Highest Degree Previously Earned was also excellent with less than one percent of records having unknown highest degree previously earned each year. The proportion of records with Pell Recipient ranged between 25 and 30 percent across the five years reviewed and with Subsidized Stafford Recipient ranged between seven and ten percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2023 submission was finalized three months past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Olney Central College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to five, and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent with zero or less than one percent of records having unknown race/ethnicity each year. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Olney Central College met the reporting deadline in each of the five years reviewed. 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 five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from two to four, and there were no critical errors in the final submissions in five of the five years reviewed. Olney Central 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 across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Olney Central College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent with zero or less than one percent of records having unknown age each year. Coverage of Race/Ethnicity was also excellent with zero or less than one percent of records having unknown race/ethnicity across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2023 submission was finalized one day past the reporting deadline. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the fiscal

year 2019 submission was finalized two days past the reporting deadline. The number of submissions required to finalize these data ranged from two to five. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Olney Central College met the submission deadline in two of the past five years reviewed; the fiscal year 2022 submission was finalized four and a half months late, and the fiscal year 2020 and 2019 submissions were finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from three 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Olney Central College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in 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 Olney Central College. Focused efforts are recommended to improve the timeliness of the **Annual Faculty, Staff, & Salary Data (C3)**.

*College Response: IECC will strive to meet all ICCB's reporting timelines. Focused efforts will be made to improve the submission timeliness of the **Annual Faculty, Staff, & Salary Data (C3)**.*

Wabash Valley College – 03

<u>**General Reporting Requirements**</u>

The latest five years of Illinois Community College Board (ICCB) data submissions by Wabash Valley College were reviewed—generally this includes fiscal years 2019-2023 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. <u>Timeliness is based on the date of the final submission</u>, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix C.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2022 is up to $62,689 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

<u>**Part A. Student Data Reporting**</u>. 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. This data was verified by college officials as valid and accurate. Wabash Valley College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2023 submission was finalized four months late, and the fiscal year 2019 submission was finalized five days past the reporting deadline. The submissions took between three and ten 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 Highest Degree Previously Earned was also excellent with less than one percent of records having unknown highest degree previously earned each year. The proportion of records with Pell Recipient ranged between two and thirteen percent across the five years reviewed and with Subsidized Stafford

Recipient ranged between less than one and less than two percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2023 submission was finalized three months past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Wabash Valley College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to five, and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent with zero or less than one percent of records having unknown race/ethnicity each year. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Wabash Valley College met the reporting deadline in each of the five years reviewed. 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).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from two to four, and there were no critical errors in the final submissions in five of the five years reviewed. Wabash Valley 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 four of the five years reviewed; there was a large headcount discrepancy with the fiscal year 2022 submission (1022 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Wabash Valley College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent with zero percent of records having unknown age each year. Coverage of Race/Ethnicity was also excellent with zero percent of records having unknown race/ethnicity across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscl year 2023 submission was finalized one day past the reporting deadline. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

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 2020 submission was finalized one day late, and the fiscal year 2019 submission was finalized two days past the reporting deadline. The number of submissions required to finalize these data ranged from four to six. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Wabash Valley College met the submission deadline in two of the past five years reviewed; the fiscal year 2022 submission was finalized four and a half months late, and the fiscal year 2020 and 2019 submissions were finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from three 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Wabash Valley College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in 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 Wabash Valley College. Focused efforts are

recommended to improve the timeliness of the **Annual Faculty, Staff, & Salary Data (C3)**.

College Response:
IECC will strive to meet all ICCB's reporting timelines. Focused efforts will be made to improve the submission timeliness of the **Annual Faculty, Staff, & Salary Data (C3)**.

Frontier Community College – 04

General Reporting Requirements

The latest five years of Illinois Community College Board (ICCB) data submissions by Frontier Community College were reviewed—generally this includes fiscal years 2019-2023 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix D.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2022 is up to $62,689 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Frontier Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Frontier Community College officials have met ICCB deadlines for most submissions. Overall, Frontier 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 two of the five years reviewed; the fiscal year 2023 and 2019 submissions contained one critical error, and the fiscal year 2022 submission

contained two critical errors. This data was verified by college officials as valid and accurate. Frontier Community College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2023 submission was finalized four months late, and the fiscal year 2019 submission was finalized five days past the reporting deadline. The submissions took between three and 11 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between less than one percent and six percent. The proportion of records with Pell Recipient ranged between less than one percent and five percent across the five years reviewed. The proportion of records with Subsidized Stafford Recipient was less than one percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2023 submission was finalized three months past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Frontier Community College met the reporting deadline in each of the five years reviewed. 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 three of the five years reviewed; the fiscal year 2023 and 2022 submissions both contained two critical errors. This data was verified by college officials as valid and accurate. Coverage of Race/Ethnicity was excellent with zero or less than one percent of records having unknown race/ethnicity each year. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Frontier Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to six, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2019 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).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from three to four, and there were no critical errors in the final submissions in five of the five years reviewed. Frontier 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 four the five years reviewed; there was a large headcount discrepancy with the fiscal year 2022 submission (1022 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Frontier Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent with zero percent of records having unknown age each year. Coverage of Race/Ethnicity was also excellent with zero or less than three percent of records having unknown race/ethnicity across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2023 submission was finalized one day past the reporting deadline. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2019 submission was finalized two days past the reporting deadline. The number of submissions required to finalize these data ranged from four to six. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Frontier Community College met the submission deadline in two of the past five years reviewed; the fiscal year 2022 submission was finalized four and a half months late, and the fiscal year 2020 and 2019 submissions were finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from two 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Frontier Community College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native

American Employment Plan Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in 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 Frontier Community College. Focused efforts are recommended to improve the timeliness of the **Annual Faculty, Staff, & Salary Data (C3)**.

*College Response: IECC will strive to meet all ICCB's reporting timelines. Focused efforts will be made to improve the submission timeliness of the **Annual Faculty, Staff, & Salary Data (C3)***.

Appendix A
Lincoln Trail College (529-01) – Recognition Policy Studies Report Due Dates
Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(07/15)***	06/15/22	06/08/21	07/01/20	06/17/19	06/13/18
# Submissions to Final	2	2	4	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	832	355	863	699	532
Unduplicated Head Count	576	282	638	461	285
# 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 percent	0.00 percent	0.70 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.12 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.14 percent	0.38 percent

*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19
**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(08/01)***	12/02/22	10/05/21	07/21/20	07/12/19	08/06/18
# Submissions to Final	11	6	7	3	7
Timeliness	123 days late	on time	on time	on time	5 days late
Head Count (total incl. 0 hrs enroll.)	799	954	1117	1315	1601
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	0	1	2	3	3
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.10 percent	0.26 percent	0.83 percent	0.74 percent
% 0 Cumulative GPA in Final Sub.	4.76 percent	9.85 percent	11.28 percent	12.24 percent	17.24 percent
% 0 Cumulative Hours in Final Sub.	4.38 percent	9.01 percent	9.58 percent	11.48 percent	16.86 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	0.38 percent	0.10 percent	0.18 percent	0.76 percent	1.25 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	24.53 percent	23.79 percent	20.14 percent	18.40 percent	15.99 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	3.50 percent	4.09 percent	4.83 percent	6.39 percent	6.18 percent

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

Annual Completions Data (A2)

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01)***	08/09/22	10/05/21	07/22/20	07/19/19	08/06/18
# Submissions to Final	4	5	3	4	3
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	232	189	186	231	195
Total Number of Completions from A1	228	182	184	231	192
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	3	0	0	0
# Critical Errors in Final Submission	0	3	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.53 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.51 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19
**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (09/01)*	11/29/22	09/28/21	07/21/20	07/18/19	08/08/18
# Submissions to Final	2	2	1	1	2
Timeliness – Data Due	89 days late	on time	on time	on time	on time
Head Count in Final Submission	799	954	1117	1315	1601
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	0	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (09/01)*	08/03/22	11/24/21	07/23/20	07/18/19	08/07/18
# Submissions to Final	2	3	2	4	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	0	0	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.03 percent	0.15 percent	0.17 percent
% Dual Credit in Final	12.65 percent	14.02 percent	11.12 percent	9.38 percent	7.18 percent
% Remedial (PCS 14) in Final	1.68 percent	1.18 percent	1.11 percent	0.98 percent	1.27 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01)***	09/14/22	11/24/21	09/25/20	09/25/19	09/25/18
# Submissions to Final	2	3	3	2	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	636	632	723	797	892
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	0	0	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.13 percent	0.25 percent	1.79 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	83.18 percent	82.28 percent	81.88 percent	87.83 percent	90.25 percent

* Due 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01)***	09/19/22	09/29/21	09/30/20	09/27/19	09/26/18
Timeliness	on time	on time	on time	on time	on time
Head Count	636	632	723	797	892
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/13/22	11/29/21	10/19/20	10/15/19	10/17/18

# Submissions to Final	5	7	5	4	6
Timeliness	on time	on time	4 days late	on time	2 days late
# Error Codes in Final Submission	2	3	3	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	11.70 percent	11.60 percent	7.54 percent	9.09 percent	5.55 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	09/26/22	11/26/21	10/15/20	10/15/19	10/15/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)***	11/02/22	11/29/21	09/08/20	10/18/19	10/11/18
Timeliness	1 day late	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/07/19
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019

Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/08/19
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/23/19
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/18/19
Timeliness	on time	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	11/10/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	**2022**	**2021**	**2020**	**2019**	**2018**
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission Varies See Note*	01/31/22	02/01/21	02/28/20	01/31/19	02/14/18
Timeliness	on time	on time	on time	on time	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (02/15)**	02/07/22	02/11/21	02/04/20	02/05/19	02/01/18
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18
**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (6/15)*	10/31/22	06/15/21	06/16/20	06/18/19	06/13/18
# Submissions to Final	7	4	5	5	3
Timeliness	138 days late	on time	1 day late	1 day late	on time
# Error Codes in Final Submission	1	6	2	5	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	1.96 percent	20.66 percent	6.17 percent	52.19 percent	3.79 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	2.75 percent	1.27 percent

*Due 06/17 in FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

Appendix B
Olney Central College (529-02) – Recognition Policy Studies Report Due Dates
Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(07/15)***	06/15/22	06/08/21	06/29/20	06/17/19	06/13/18
# Submissions to Final	2	2	2	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	452	487	612	621	613
Unduplicated Head Count	401	411	452	472	471
# 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 percent	0.00 percent	0.00 percent	0.00 percent	0.32 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.33 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.21 percent	0.16 percent	0.00 percent	0.16 percent

*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19
**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(08/01)***	12/06/22	09/22/21	07/21/20	07/12/19	08/07/18
# Submissions to Final	12	4	8	4	10
Timeliness	127 days late	on time	on time	on time	6 days late
Head Count (total incl. 0 hrs enroll.)	1452	1372	1560	1788	2017
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	1	1	2	7	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.06 percent	0.14 percent	0.12 percent	1.17 percent	0.39 percent
% 0 Cumulative GPA in Final Sub.	3.51 percent	8.60 percent	6.99 percent	9.68 percent	13.68 percent
% 0 Cumulative Hours in Final Sub.	2.89 percent	7.65 percent	6.47 percent	9.00 percent	13.34 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	0.28 percent	0.29 percent	0.06 percent	0.50 percent	0.55 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	28.44 percent	27.62 percent	30.00 percent	30.31 percent	25.43 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	7.30 percent	7.29 percent	9.23 percent	9.79 percent	9.57 percent

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

Annual Completions Data (A2)

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01)***	08/09/22	10/06/21	07/21/20	07/19/19	08/06/18
# Submissions to Final	3	5	3	5	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	469	464	445	505	518
Total Number of Completions from A1	455	453	432	490	500
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 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.22 percent	0.00 percent	0.00 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19
**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (09/01)*	11/29/22	09/28/21	07/21/20	07/18/19	08/08/18
# Submissions to Final	2	2	1	1	2
Timeliness – Data Due	89 days late	on time	on time	on time	on time
Head Count in Final Submission	1452	1372	1560	1788	2017
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	1	0	1
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (09/01)*	08/03/22	12/03/21	07/23/20	07/16/19	08/07/18
# Submissions to Final	2	7	2	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	0	1	0	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.01 percent	0.00 percent	0.02 percent	0.00 percent	0.01 percent
% Dual Credit in Final	14.13 percent	8.82 percent	8.90 percent	7.05 percent	6.68 percent
% Remedial (PCS 14) in Final	0.19 percent	0.27 percent	0.51 percent	0.92 percent	1.18 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01)***	09/22/22	11/23/21	09/25/20	09/25/19	09/25/18
# Submissions to Final	4	2	2	2	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	869	992	906	1034	1112
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	0	1	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.20 percent	0.00 percent	0.38 percent	0.35 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	92.06 percent	91.43 percent	90.51 percent	93.04 percent	94.06 percent

* Due 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01)***	09/20/22	09/29/21	09/30/20	09/27/19	09/26/18
Timeliness	on time	on time	on time	on time	on time
Head Count	869	992	906	1034	1112
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/13/22	11/29/21	10/14/20	10/15/19	10/17/18
# Submissions to Final	5	5	3	2	4

Timeliness	on time	on time	on time	on time	2 days late
# Error Codes in Final Submission	1	3	2	2	2
# Critical Errors in Final Submission	1	2	2	2	2
% Records with Errors in Final Sub.	6.71 percent	8.33 percent	5.83 percent	4.72 percent	7.89 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.66 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	09/26/22	11/26/21	10/15/20	10/15/19	10/15/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)***	11/02/22	11/29/21	09/08/20	10/18/19	10/12/18
Timeliness	1 day late	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/19	01/07/19
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**

Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/19	01/08/19
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/19	01/23/19
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/19	01/18/19
Timeliness	on time	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	11/10/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	**2022**	**2021**	**2020**	**2019**	**2018**
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission Varies See Note*	01/31/22	02/01/21	02/28/20	01/31/19	02/15/18
Timeliness	on time	on time	on time	on time	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (02/15)**	02/08/22	02/11/21	02/04/20	02/05/19	02/01/18
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18
**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (6/15)*	10/31/22	06/15/21	06/16/20	06/18/19	06/13/18
# Submissions to Final	6	4	6	5	3
Timeliness	138 days late	on time	1 day late	1 day late	on time
# Error Codes in Final Submission	1	5	1	5	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	0.54 percent	57.92 percent	3.66 percent	55.55 percent	4.61 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.53 percent	1.03 percent

*Due 06/17 in FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

Appendix C
Wabash Valley College (529-03) – Recognition Policy Studies Report Due Dates
Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(07/15)***	06/15/22	06/08/21	06/29/20	06/17/19	06/13/18
# Submissions to Final	2	1	2	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	301	337	355	378	105
Unduplicated Head Count	276	337	316	336	65
# 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 percent	0.30 percent	0.85 percent	0.79 percent	0.95 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19
**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(08/01)***	12/06/22	10/05/21	07/23/20	07/12/19	08/06/18
# Submissions to Final	10	7	7	3	7
Timeliness	127 days late	on time	on time	on time	5 days late
Head Count (total incl. 0 hrs enroll.)	1541	9285	12677	15113	15427
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	1	2	5	8	6
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.06 percent	0.02 percent	0.28 percent	0.24 percent	0.34 percent
% 0 Cumulative GPA in Final Sub.	23.43 percent	42.04 percent	47.24 percent	47.07 percent	47.24 percent
% 0 Cumulative Hours in Final Sub.	22.13 percent	41.67 percent	46.68 percent	46.64 percent	47.05 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	0.32 percent	0.02 percent	0.06 percent	0.07 percent	0.14 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	12.72 percent	2.12 percent	1.79 percent	1.52 percent	1.70 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	1.49 percent	0.46 percent	0.36 percent	0.45 percent	0.52 percent

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

Annual Completions Data (A2)

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01)***	08/09/22	10/01/21	07/21/20	07/18/19	08/06/18
# Submissions to Final	5	4	2	3	4
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	282	235	213	262	268
Total Number of Completions from A1	282	235	213	262	267
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 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.37 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19
**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (09/01)*	11/29/22	09/28/21	07/22/20	07/19/19	08/08/18
# Submissions to Final	2	2	2	3	2
Timeliness – Data Due	89 days late	on time	on time	on time	on time
Head Count in Final Submission	1541	9285	12677	15113	15427
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (09/01)*	08/03/22	11/24/21	07/23/20	07/17/19	08/08/18
# Submissions to Final	2	2	2	3	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	0	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.01 percent	0.00 percent	0.02 percent	0.03 percent	0.03 percent
% Dual Credit in Final	10.30 percent	2.33 percent	1.56 percent	1.68 percent	1.64 percent
% Remedial (PCS 14) in Final	0.08 percent	0.01 percent	0.05 percent	0.06 percent	0.12 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01)***	09/14/22	12/02/21	09/25/20	09/25/19	09/25/18
# Submissions to Final	3	4	3	2	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	926	865	2222	2646	2777
Discrepancy between E1 & Survey	0	-1022	0	0	0
# 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 percent	0.11 percent	0.09 percent	0.30 percent	0.39 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	84.88 percent	84.39 percent	93.97 percent	95.84 percent	96.94 percent

* Due 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01)***	09/19/22	09/29/21	09/30/20	09/27/19	09/26/18
Timeliness	on time	on time	on time	on time	on time
Head Count	926	1887	2222	2646	2777
Discrepancy between E1 & Survey	0	+1022	0	0	0

* Due 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/13/22	11/29/21	10/15/20	10/16/19	10/17/18

# Submissions to Final	6	4	4	5	6
Timeliness	on time	on time	on time	1 day late	2 days late
# Error Codes in Final Submission	1	2	2	2	2
# Critical Errors in Final Submission	1	1	2	2	2
% Records with Errors in Final Sub.	3.50 percent	10.00 percent	6.45 percent	10.32 percent	9.86 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.65 percent	0.66 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	09/26/22	11/26/21	10/15/20	10/15/19	10/15/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)***	11/02/22	11/29/21	09/08/20	10/18/19	10/12/18
Timeliness	1 day late	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/10/20	01/07/19
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/08/19
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/23/19
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/18/19
Timeliness	on time	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	11/10/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission Varies See Note*	01/31/22	02/01/21	02/28/20	01/31/19	02/15/18
Timeliness	on time	on time	on time	on time	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (02/15)**	02/08/22	02/11/21	02/04/20	02/05/19	02/01/18
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18
**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (6/15)*	10/31/22	06/15/21	06/16/20	06/18/19	06/13/18
# Submissions to Final	7	4	5	5	3
Timeliness	138 days late	on time	1 day late	1 day late	on time
# Error Codes in Final Submission	0	5	2	5	1
# Critical Errors in Final Submission	0	1	1	1	1
% Records with Errors in Final Sub.	0.00 percent	52.68 percent	7.35 percent	58.14 percent	4.87 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.43 percent	0.88 percent	0.81 percent

*Due 06/17 in FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

Appendix D
Frontier Community College (529-04) – Recognition Policy Studies Report Due Dates
Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(07/15)***	06/15/22	06/08/21	06/29/20	06/17/19	06/13/18
# Submissions to Final	2	3	3	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	1092	620	1018	1026	472
Unduplicated Head Count	613	403	575	539	311
# Error Codes in Final Submission	0	0	1	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.10 percent	0.29 percent	0.00 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.16 percent	0.00 percent	0.10 percent	2.33 percent

*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19
**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(08/01)***	12/06/22	10/01/21	07/23/20	07/12/19	08/06/18
# Submissions to Final	11	5	6	3	6
Timeliness	127 days late	on time	on time	on time	5 days late
Head Count (total incl. 0 hrs enroll.)	13477	3281	6532	8016	7094
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	2	4	1	3	5
# Critical Errors in Final Submission	1	2	0	0	1
% Records with Errors in Final Sub.	0.08 percent	0.67 percent	0.09 percent	0.09 percent	0.11 percent
% 0 Cumulative GPA in Final Sub.	48.45 percent	26.67 percent	41.20 percent	42.37 percent	40.84 percent
% 0 Cumulative Hours in Final Sub.	48.12 percent	25.69 percent	40.83 percent	42.00 percent	40.53 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	6.42 percent	0.85 percent	0.63 percent	0.74 percent	1.59 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	0.98 percent	4.75 percent	2.37 percent	2.27 percent	2.82 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	0.10 percent	0.73 percent	0.43 percent	0.49 percent	0.45 percent

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

Annual Completions Data (A2)

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01)***	08/09/22	10/05/21	07/21/20	07/18/19	08/06/18
# Submissions to Final	4	6	2	3	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	205	171	215	196	305
Total Number of Completions from A1	204	171	215	196	305
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	2	2	0	0	0
# Critical Errors in Final Submission	2	2	0	0	0
% Records with Errors in Final Sub.	3.90 percent	8.77 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.33 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19
**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (09/01)*	11/29/22	09/28/21	07/22/20	07/18/19	08/08/18
# Submissions to Final	2	2	2	1	2
Timeliness – Data Due	89 days late	on time	on time	on time	on time
Head Count in Final Submission	13477	3281	6532	8016	7094
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (09/01)*	08/03/22	12/03/21	07/23/20	07/17/19	08/07/18
# Submissions to Final	2	6	2	3	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.01 percent	0.06 percent	0.05 percent	0.03 percent	0.05 percent
% Dual Credit in Final	3.96 percent	25.73 percent	16.49 percent	14.30 percent	18.57 percent
% Remedial (PCS 14) in Final	0.20 percent	0.60 percent	0.41 percent	0.75 percent	0.79 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – (10/01)*	09/14/22	12/02/21	09/30/20	09/25/19	09/25/18
# Submissions to Final	3	4	4	3	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1740	2337	1262	1719	1931
Discrepancy between E1 & Survey	0	+1022	0	0	0
# Error Codes in Final Submission	1	1	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.22 percent	0.08 percent	0.00 percent	0.52 percent	0.62 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	96.84 percent	97.56 percent	96.28 percent	97.09 percent	97.05 percent

* Due 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – (10/01)*	09/20/22	09/29/21	09/30/20	09/27/19	09/26/18
Timeliness	on time	on time	on time	on time	on time
Head Count	1740	1315	1262	1719	1931
Discrepancy between E1 & Survey	0	-1022	0	0	0

* Due 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – (10/15)*	10/13/22	11/29/21	10/15/20	10/15/19	10/17/18
# Submissions to Final	6	5	4	5	4
Timeliness	on time	on time	on time	on time	2 days late

# Error Codes in Final Submission	2	3	4	2	2
# Critical Errors in Final Submission	1	2	2	2	2
% Records with Errors in Final Sub.	13.39 percent	6.54 percent	10.81 percent	4.91 percent	6.50 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	09/26/22	11/26/21	10/15/20	10/15/19	10/15/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)***	11/02/22	11/29/21	09/08/20	10/18/19	10/12/18
Timeliness	1 day late	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/07/19
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/08/19
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/23/19
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/10/22	12/03/21	11/16/20	01/13/20	01/18/19
Timeliness	on time	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	11/10/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission Varies See Note*	01/31/22	02/01/21	02/28/20	01/31/19	02/14/18
Timeliness	on time	on time	on time	on time	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018

Final Submission (02/15)**	02/08/22	02/11/21	02/04/20	02/05/19	02/01/18
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18
**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

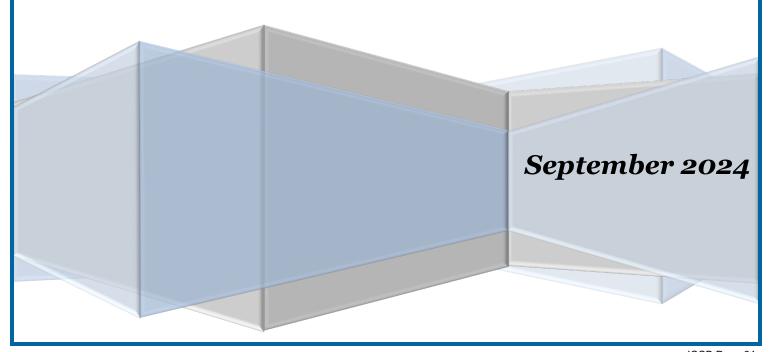| Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (6/15)*	10/31/22	06/15/21	06/16/20	06/18/19	06/13/18
# Submissions to Final	7	4	5	4	2
Timeliness	138 days late	on time	1 day late	1 day late	on time
# Error Codes in Final Submission	1	5	1	5	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	0.58 percent	67.75 percent	2.36 percent	77.16 percent	3.61 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.59 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

*Due 06/17 in FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

RECOGNITION REPORT

JOLIET JUNIOR COLLEGE

September 2024

Illinois Community College Board
Recognition Report
For Joliet Junior College
September 2024

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Joliet Junior College, District 525. 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 Joliet Junior College (JJC). 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 Joliet Junior College's 2023-2024 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 and meet the general education requirements as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) and B).

        Compliance Finding: The following discrepancies between the printed college catalog and the curriculum master file were identified.

        Three certificate programs appear Active on the college's curriculum master file; however, they do not appear in the college's printed catalog:
        *   Turf Grass Operations Certificate – AGRI / 0073 (28ch)
        *   Electrocardiography Technician Certificate – N A /0073 (4ch)
        *   Advanced Vascular Sonography Certificate – NURS / 0097 (13ch)

        Compliance Recommendation: The college indicates this information was erroneously omitted from the 2023-2024 printed catalog. The college has provided this information in its online Errata Sheet available through their website. Two of the three identified curricula are being phased out and are no longer accepting enrollments (N A/0073 and NURS / 0097). Further, the college indicates plans to verify any information on actively offered curricula will be included in the next update of the printed catalog. No further recommendation is needed.

        College Response:

        The Turf Grass certificate was inadvertently omitted in the 2023-2024 catalog. It was added back/corrected in the '23-'24 catalog when JJC was notified of the error and is correctly listed in the 2024-2025 catalog. [Joliet Junior College - Modern Campus Catalog](#)™

        The other two programs, Advanced Sonography and Electrocardiography, were removed from the catalog since the programs were being inactivated with the ICCB. Electrocardiography Technician certificate, NA 0073, received ICCB approval/was inactivated on 11/8/2023. The Advanced Vascular Sonography Certificate, NURS 0097 had no students attached to the program and received ICCB approval/was inactivated 1/24/2024.

        The JJC catalog rolls over from year to year and programs copy over each year. JJC will ensure that all programs match the ICCB master curriculum file prior to publication of each new catalog.

2 . **Articulation**

Joliet Junior 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**

The institution maintains academic control of the units of instruction. The Vice President for Academic Affairs, academic deans, and faculty chairs routinely review program outcomes, planning, quality assurance, faculty professional development, and requirements for admissions using the Program Review and other institutional processes. The Curriculum Committee reviews and approves curriculum changes, with the Vice President for Academic Affairs as the final approval.

Compliance Recommendations: None.

4. **Curriculum**

4a) A comparison between Joliet Junior College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized

credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. **Dual Credit**

As part of Joliet Junior College's 2023 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2022 and 50 from fiscal year 2023. 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 2022 and 2023, including their credentials.

State Laws and Regulations and Accreditation Standards.
Based on the review, staff concluded that the college adheres to all state laws, regulations, and accreditation standards. Dual credit policy at the college is conducted in accordance with the Dual Credit Quality Act, the ICCB Administrative Rules, and the rules set forth by the Higher Learning Commission. Information was compared in the dual credit webpages and both the instructor and student dual credit handbooks.

Instructors.
During fiscal years 2022 through 2023, it was reported that 87 instructors taught transfer (1.1) dual credit courses. Of these instructors, two of them held neither a master's degree nor the minimum requirement of 18 graduate degree hours in the discipline being taught. Additionally, it was noted that neither were following a professional development plan. Staff determined that all other instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework.

It was also reported that 85 instructors taught career and technical education (1.2) dual credit courses. Based on a review of the information provided a significant number of the faculty may or may not hold the required credentials to teach dual credit coursework or were unable to be verified as qualified to teach the courses. ICCB staff noted several common issues that made it difficult to complete the review of 1.2 dual credit faculty. Those issues are listed below.

- Faculty listed as having 2,000 hours but under column I, "Describe employment or position", this language is provided: Relevant personal experience" or, "Successful teaching at the secondary level in the subject area, B.S. Business Administration" (or a different degree).
- Faculty member holds a master's degree in field being taught, but there are no occupational hours listed.
- Occupational hours are described as "BS in Business Administration", or some other degree.
- Teaching experience is listed as occupational experience but did not have or failed to provide evidence of required occupational hours. In most circumstances this is unallowable when teaching PCS 1.2 courses since the instructor is required to have 2,000 hours of experience working in the field that they are teaching.
- Instructor is listed as "Certified ServSafe" or "State of Illinois Department of Public Health Food Service Sanitation". It is unclear if those certifications include occupational experience.

The names of the underqualified faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*.

Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that 14 students in fiscal year 2022 and six students in fiscal year 2023 may not have met the required placement examination score. Placement test information was provided for each of the 14 students in question; however, in each instance, the placement test listed next to the student's name was not provided as an acceptable placement test option under the College Policies tab. For example, the student in Line 4 was enrolled in ENG 101 and received a 600 on the English portion of the SAT. However, when you navigate to the College Policies tab, the only placement test listed under the column, "What placement test(s) are required?", is Accuplacer.

These 20 students can be found in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*. Please note that no student names are provided in the supplemental document, rather the students are identified by the corresponding line number within the spreadsheet. All other students met the pre-requisite requirements to take dual credit courses.

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

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.313, the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match

those required to teach courses on campus. For transfer (1.1 PCS) these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework. For CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience.

College Response:

JJC maintains a credentialing handbook which is reviewed by faculty and administration. The college requests transcripts, resumes, and appropriate certifications, to evaluate qualifications and credentialing of dual credit instructors. The Office of Dual Credit collects this information from the partnering high school or career center and sends the completed packet to the respective department chair and dean for review. The department chair reviews the documentation to determine if the candidate's qualifications and credentialing are appropriate for the courses.

In the past, JJC has credentialed dual credit CTE instructors, counting teaching experience toward the 2,000-hour requirement. In May 2024, JJC updated the Verification of Academic Credentials for College Teaching (VACCT) credentialing document. This document was updated to reflect the 2,000 hours of occupational work (not teaching) experience required for all PCS 1.2 CTE course instructors (faculty, adjunct faculty and dual credit). In July 2024, JJC updated the Academic Affairs Faculty Credentialing Manual to reflect this requirement. The handbook and credentialing document are available and accessible by all faculty and staff in the internal portal. In addition, in July 2024, training was provided for all department chairs and deans to review the credentialing requirements and document.

JJC employs highly qualified faculty for each of its units of instruction. The college's dual credit instructors from partnering high schools and career centers are required to meet the same credentialing requirements as full-time faculty and adjunct faculty.

Of the 67 CTE dual credit instructors indicated as "not meeting qualifications based on information provided" or "possibly meeting qualification but more information is needed," 27 are FIN 100 instructors. All FIN 100 instructors on this report were previously credentialed in alignment with JJC's credentialing requirements of FIN 100 which include: a bachelor's degree in business, or a bachelor's degree with 2,000 hours of relevant personal experience (managing income, taxes, loans, checking/savings account, etc.) indicated in the FIN 100 Experience Form.

On June 25, 2024, the Dean of Career and Technical Education at JJC, contacted the ICCB regarding the credentialing for FIN 100. It was shared that FIN 100 is a personal finance course which is not about the field of finance per se, but about managing income, taxes, checking accounts, loans, etc. On July 3, 2024, the Senior Director of Academic Affairs and Instruction of the ICCB, provided guidance stating that "in general, the faculty member would need 2,000 hours of related experience in the subject area but that the ICCB

has not been overly prescriptive of this and leaves it to the colleges to verify faculty experience as appropriate. Experience only being in finance would not be necessary, but would need to be related to the range of topics taught in the course." This guidance from the ICCB verified the credentialing requirements that were being used by JJC for FIN 100 are acceptable in ensuring these instructors are in compliance.

Of the remaining CTE dual credit instructors indicated as "not meeting qualifications based on information provided" or "possibly meeting qualification but more information is needed," the following review process will take place:

1. The college will review all the indicated dual credit instructors from the 22 high schools and career centers that were selected in this report, to verify the minimum credentialing requirements, including the 2,000 hours of occupational work experience, are met.

2. After reviewing instructor credentials, if the instructor is not qualified, or if the instructor may be qualified with additional information, the partnering school or career center will be contacted. The Office of Dual Credit will schedule a meeting with the respective school to discuss instructor credentials and will ask for additional documentation within 10 business days. If the school is unable to provide additional documentation indicating the necessary credentialing requirements are met, the instructor will be unable to continue teaching the indicated dual credit course, effective spring 2025.

3. Following review of all CTE dual credit instructors in the ICCB report, the college will then follow the process of steps 1-2 above, for all other CTE dual credit instructors.

All dual credit instructors will be reviewed for compliance with the 2,000 occupational work experience requirement, by the end of March 2025, with changes effective in fall 2025.

Compliance Recommendation 2: In the future, the college should ensure that all students who are taking dual credit coursework meet all necessary pre-requisite coursework and also meet the minimum requirements for passing any applicable placement exam(s).

College Response:

The Office of Dual Credit reviewed all twenty students identified from fiscal year 2022 and 2023 respectively, and found that all students satisfied the appropriate placement testing requirement or prerequisite prior to enrollment. As evidence, an Excel spreadsheet, "JJC_5.Dual Credit Student Sample-Response," will be submitted through the secure FTP site, with student data, the placement test(s) that are necessary for each course as well as the cutoff scores.

JJC verifies dual credit student placement and prerequisites prior to students successfully registering for dual credit courses. The college has implemented a new software program in fall 2024, DualEnroll, which places a hold on the students' account should they not satisfy the necessary placement test or prerequisite. The Office of Dual Credit then notifies the partner high school or career center to inform them that test scores are not on file. JJC works with the partner school to get students scheduled for placement testing prior to the registration deadline. If students do not successfully meet the placement requirements prior to the registration deadline, the student is unable to register for dual credit.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The Student Learning Committee is responsible for evaluating the general education outcomes, and the Senior Director for Institutional Effectiveness reports on course and program metrics. Annually, the institution reviews the placement policies and procedures, and the College Readiness Committee makes recommendations to the academic leaders on updates to the placement policy as needed. The assessment coordinator supports faculty with the assessment process.

Compliance Recommendation: None.

7. Student Evaluation

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

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college employs highly qualified faculty for each of its units of instruction. The faculty credentialing policies meet the minimum requirements of the ICCB Administrative Rules, and the institution has in place a credential verification process to ensure that faculty maintain appropriate credentials for all units of instruction. The Faculty Development Committee facilitates individual and group professional development activities that focus on enhancing teaching and scholarship. Also, the college has a policy for reimbursement for faculty to attend workshops, conferences, and professional association meetings.

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

As a result of the review, one faculty member did not appear to meet the faculty requirements or was missing credentials outlined by the ICCB.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

College Response:

As described above in the Dual Credit response, JJC maintains a credentialing handbook which is reviewed by faculty and administration. The College uses transcripts and resumes to evaluate qualifications and credentialing of courses. The department chair reviews the documentation to ensure the candidate's qualifications and credentialing is appropriate for the courses.

In May of 2024, JJC updated the credentialing form, Verification of Academic Credentials for College Teaching. The form increased the detail needed to credential faculty for 1.2 courses. JJC updated the Academic Affairs Faculty Credential Manual in July of 2024. The handbook and forms are available and accessible by all faculty and staff in the JJC portal. Finally, faculty credential requirements were included as part of JJC's training for department chairs as well as academic deans.

The College reviewed the credentials for one faculty member and confirmed requirements were met for teaching the named course as an adjunct at JJC. The same individual is a dual credit instructor teaching in a different discipline and will be reviewed through the dual credit process described above.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, Joliet Junior College reviewed their cooperative agreement process. Joliet Junior College participates in the CAREER Agreement, which has been adopted by all 39 Illinois community college districts. Students interested in utilizing the CAREER Agreement must submit a "cooperative/chargeback agreement" application and will in return receive a letter of approval which will be necessary to receive the in-district tuition rate at the other college. The approved applications are stored in a shared location which can be accessed by multiple departments. The college also reviewed its course catalog and website as part of the review of indicators of quality. This review concluded that the college publicizes current information on the CAREER Agreement and that information is consistent across all platforms.

The following items of the college were reviewed: the college's website and the college's course catalog (online). Joliet Junior 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 course catalog provides the names/district of 41 of the participating colleges that are part of the CAREER Agreement, which is helpful for students. It should be noted that City Colleges of Chicago was not listed within the catalog.

ICCB staff determined that Joliet Junior College still participates in using chargebacks, which are no longer valid under the CAREER Agreement. As the college states that a "cooperative/chargeback agreement is only available for CTE areas and is not available for transfer programs", then the use of chargebacks should no longer be applicable.

All other Indicators of Compliance and Indicators of Quality were met.

Compliance Recommendation: The college must take steps to ensure that chargebacks are no longer utilized at the institution. Moving forward, the college should remove this language from their website, college catalog, and any other place it is present. *Note that as of January 1, 2024, Public Act 103-0159 removes chargeback provisions from the community college act and codifies the CAREER agreement into statute.*

Advisory Recommendation: It is recommended that the college include City Colleges of Chicago within the list of colleges participating in the CAREER Agreement. This will ensure that students are provided with the most accurate information.

College Response:

Joliet Junior College published the current 2024-2025 catalog, as well as the information website, with the most up-to-date information regarding Cooperative Agreements. The current information no longer refers to chargebacks and includes City Colleges of Chicago, Dist. 508 in the list of cooperating colleges. JJC will continue our annual review of Cooperative Agreement information before publishing future catalogs. Please see the following links to the current catalog and website Cooperative Agreement information.

Catalog: Cooperative Agreements - Joliet Junior College - Modern Campus Catalog™ (jjc.edu) https://catalog.jjc.edu/content.php?catoid=35&navoid=2788

Website: Cooperative Agreements | Joliet Junior College (jjc.edu) https://jjc.edu/getting-started/admissions/cooperative-agreements

10. Program Review/Results

After reviewing Joliet Junior College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendation: None.

1. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support

Part 1A: Advising/Counseling
The advising, counseling, and transfer program at Joliet Junior College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. Campus advising hours are from 8 a.m. – 4:30 p.m. with walk-in appointments available.

Academic advising is available to all students through a variety of options. Students may obtain advising through the Counseling Department, online and face-to-face New Student Orientation, TRIO programs, Office of Multicultural Affairs, online advising through Ask a Counselor, and through one of the 40 faculty advisors.

Compliance Recommendation: None.

B: Financial Aid
The financial aid program provides students with information and access to financial support. JJC's Financial Aid services are provided in a manner convenient to students. JJC Enrollment Center and Office of Financial Aid at the main campus operates from 8 a.m. – 6 p.m., Monday through Thursday, and 8 a.m. - 4:30 p.m. on Friday, staffing at remote campuses of Romeoville and City Center, and an online financial aid self-service portal available 24/7 all 365 days. The self-service portal is available from the JJC website or the

"My JJC" portal. Through the portal, students can review required documents, review aid packages, accept or decline aid, request additional aid, make student payments, and communicate with the Office of Financial Aid.

Compliance Recommendation: None.

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

College Response:

JJC will include the current default rate in future reports. JJC added a section with "Cohort Loan Default Information" to the "Loans" section of the "Financial Aid Information" section of the Financial Aid website. https://jjc.edu/getting-started/pay-college/financial-aid

C: Career Placement

The Career Services Center delivers wrap-around career advising, including career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals how to obtain employment is included. The Joliet Regional Job Fair supports placement opportunities. JJC hosts the event with Workforce Development, Will County Workforce Services, and the Illinois Department of Employment Security (IDEA) support. Last year (2022), 115 employers attended, which is a decrease from pre-pandemic fairs. Job seeker participation decreased to 150 from 397 in 2019. The Career Services team continues to receive an annual grant from the Illinois Cooperative Work Study (ICWS) from the Illinois Board of Higher Education. The ICWS program provides opportunities for students to apply theory to the world of work. The grant was funded at $36,125.51 for fiscal year 2020 and $24,735 for fiscal year 2021. The 2022-2023 award is $50,000.

Compliance Recommendation: None.

D: Support Services

Joliet Junior College provided a comprehensive and holistic review of its various student support services. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities.

JJC is proud to serve and provide educational opportunities for students and their dependents who have served and/or are serving. The college has a Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans, military personnel, and their families. The coordinator also serves as an advocate before the college's administration for the needs of student veterans.

Compliance Recommendation: None.

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

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

In addition to academic advising, transfer, and career services, JJC provides various support services to students, which include Disability Services, Office of Multicultural Student Affairs, Student Life, Trio, Academic Skills Center, and veteran's services.

The college's Project Achieve uses two 100 percent federally funded TRIO grants to recruit and increase the retention and graduation rates for students who are traditionally underrepresented, minorities, first-generation, low-income, and/or who have documented disabilities.

The Office of Multicultural Student Affairs is open Monday-Thursday 8:00 a.m. 4:30 p.m.. The department recruits and helps retain minorities, English Language Learners, and undocumented students. The office provides academic guidance, personal support, cultural resources, and student leadership opportunities.

JJC employs a highly skilled staff of disability support specialists and is equipped with state-of-the-art technologies to ensure student success. The Disability Services team has launched a high school transition pilot program providing education and support to ease the transition from high school to college. This transition program has yielded tremendous success as intakes have increased by 300 percent in Fall 2022 compared to Fall 2021.

JJC Student Activities services are available between 8:00 a.m.-4:30 p.m. at our Main Campus and special hours at the City Center and Romeoville Campuses. Extended hours are used throughout the semester to accommodate special events, programs, or club activities. The Honors Program offers a robust selection of co-curricular opportunities, including eight annual forums, at least two museum field trips, arts experiences such as live theater and music, social gatherings each semester, and opportunities to attend and present at academic conferences.

Additionally, the Academic Skills Center coordinates opportunities off-campus, on-campus, and online with high school partners through the online off-site testing form whereby District 525 high schools can request free placement testing at their locations, or students may request "remote testing" where they may complete non-JJC placement testing at JJC or may complete JJC testing at a non-JJC testing location.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. Admission to the college does not ensure admission to a particular course or program of study. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include

- high school graduates or the equivalent,
- others 18 years of age and older,
- non-graduates aged 17 who have severed their connection with the high school system, and
- students younger than 18 who meet established criteria.

College credit is accepted for transfer from institutions with regional accreditation, covering the student's enrollment time. The college has policies such as Alternative Methods for Awarding Credit, specific procedures, and transfer credit for prior learning assessment. This includes CLEP, Advanced Placement, and non-traditional learning. PLA credit is awarded on a case-by-case basis from the specific academic departments.

The Admission and Registration Office maintains student records, upholds admission policies and standards, and evaluates transcripts. ARO supports the college's admission policies by accurately recording student type, placement, and proficiency information.

Compliance Recommendation: None.

3. **FINANCE/FACILITIES**

1. **Credit Hour Claim Verification**

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Joliet Junior College on March 20, 2024. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

The college has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 182 students in fiscal year 2022 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

In addition, ICCB staff reviewed a sample of 325 students in the dual credit program to determine if the credit hours generated by these students were eligible for reimbursement. Credit hours generated by freshman and sophomore students for dual credit are not eligible for reimbursement. Based on the review, all students in the sample who were reported for dual credit were eligible for reimbursement.

Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

Compliance Recommendation: None.

Midterm Certification

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

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

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

Compliance Recommendation: None.

Student Residency

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

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. In addition, a sample of students in the dual credit program was reviewed to determine if the credit hours generated by these students were eligible for reimbursement. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning

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

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

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

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

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

To ensure that any audit findings indicating the need for action were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings. There was one finding noted over the four-year period. The CAP was provided and appears to be adequate.

In addition, the Management Decision Letter (MDL) process was reviewed. The college stated that the reporting procedure would be updated to address the MDL. The revised procedure was received and reviewed. Based on the review, there are suitable procedures in place to address the audit process.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. Due to the pandemic, ICCB has made this plan not due until July 1, 2022. The college submitted its 2023 Facilities Master Plan, completed in June of 2022, and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

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

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The college maintained and reported facilities data requests, reports, and other information

to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the college failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

5. Employee Contracts

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

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

According to 110 ILCS 805/3-75, an annual performance review of the president must be completed. This annual review must be considered when the board contemplates a bonus, raise, or severance agreement.

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

In addition, 23 Ill. Adm. Code 1501.803 and 1501.804 contain requirements clarifying and detailing application of these statutes. Among these regulations are provisions regarding severance pay and annual performance reviews of college presidents and chancellors.

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

Based on the review, there are only two contractual employee positions. The contract for the president has a severance clause stating that severance will be 180 days of base salary and benefits, which exceeds the maximum severance package in the statute and rules.

In addition, there is a sentence in the contract at "Section 1.03 Duties" that stipulates establishing annual goals, both short term and long-term presidential goals. The administrative code at 1501.804 requires that "the annual performance criteria and goals

shall be made available to the public on the district's official website." The goals should be posted to the district website.

The president's contract met all other specifications and notice provisions required by the law. The other employment contract met all specifications and notice provisions required by law.

Compliance Recommendation: The college must ensure employment contracts comply with 110 ILCS 805, 5 ILCS 415, and 23 IL Admin. Code 1501.803/1501.804 and amend any active contracts that do not meet the criteria in these laws and regulations. The goals need to be made available on the website at least annually.

College Response:

On June 26, 2024, the board of trustees approved an amendment to the president's contract with the following changes:

- *The severance provision "for cause" was modified from 50% to 38% of the president's annual compensation.*
- *The severance provision for "termination without cause" was modified from 180 days to 140 days.*
- *Language regarding presidential goals was replaced with "Employee agrees to implement policies and actions designed to accomplish those objectives outlined in the college's then-current strategic plan, and his performance will be measured, in part, against his ability to achieve the same". Note that the colleges strategic plan is published on the college's website.*
- *The contract was posted on the college's website.*

The signed contract accompanies this response.

Policy 2.02.01, Administrator Contracts, was submitted through the JJC approval process with language indicating any employment contracts will align ILCS, ICCB and HLC requirements. This revision is sitting with the board's policy committee for their review. The board canceled several of the policy committee meetings and therefore, this item is still pending.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board (ICCB) data submissions by Joliet Junior College were reviewed—generally this includes fiscal years 2020-2024 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 2023 is up to $67,544 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.

Joliet Junior College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Joliet Junior College officials have met ICCB deadlines for most submissions. Overall, Joliet Junior 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. Joliet Junior College's A1 submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2024 submission was finalized nearly one month late. The submissions took between seven and 13 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 17 percent and 36 percent. The proportion of records with Pell Recipient was about 16 percent across the five years reviewed and with Subsidized Stafford Recipient was about two percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2024 submission was finalized 13 days past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Joliet Junior College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to eight, 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 about two percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Joliet Junior College met the reporting deadline in four of the five years reviewed; the fiscal year 2024 submission was finalized 20 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six, and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal years 2022 and 2020 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).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2024 submission was finalized one month late, and the fiscal year 2023 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from two to nine, and there were no critical errors in the final submissions in five of the five years reviewed. Joliet Junior 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 across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Joliet Junior College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than two percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between six percent and 15 percent across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2019 submission was finalized half a month past the reporting deadline. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years.

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 2023 submission was finalized nine days late, and the fiscal year 2019 submission was finalized nearly two months past the reporting deadline. The number of submissions required to finalize these data ranged from three to seven. The **Faculty, Staff, and Salary**

Supplementary Information survey data submission was finalized prior to the reporting deadline in four of the past five fiscal years; the fiscal year 2019 submission was finalized one and a half months late. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Joliet Junior College met the submission deadline in four of the past five years reviewed; the fiscal year 2019 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from five to eight. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Joliet Junior College met the reporting deadline in four of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory 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 Joliet Junior College**.**

College Response:

The College's ICCB reports are currently produced through outdated report programming in the on-premises Colleague ERP. The reports are incomplete and require substantial human intervention to develop the desired product which often results in delays and multiple submissions. The College has been on a journey since 2017 to replace the Colleague system and move to the cloud.

JJC selected Workday in 2019 and implemented human resources and financial functions

in July 2021. The implementation of the Workday student information system was subsequently pursued but eventually abandoned when it became apparent in late 2023 that it lacked necessary functions.

The College employed CampusWorks to conduct an independent verification and validation assessment and as a result, in April 2024, JJC transitioned away from Workday for student systems and has begun preparations to move to the cloud-based Ellucian Colleague student platform. JJC's staff are looking forward to implementation and learning Ellucian's new report-writing system. The hope is to produce better quality reports that will facilitate JJC's submissions to ICCB.

Appendix A
Joliet Junior College (525) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(07/15)***	07/10/23	07/14/22	11/15/21	06/09/20	07/09/19
# Submissions to Final	4	4	4	7	4
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	4350	4170	1916	2901	3965
Unduplicated Head Count	4100	3824	1869	2695	3718
# 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.	0.30 percent	0.89 percent	0.47 percent	1.24 percent	1.21 percent
% Unknown Age in Final Submission no value or .	0.30 percent	0.89 percent	0.47 percent	1.24 percent	1.21 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.16 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	8.48 percent	9.04 percent	5.85 percent	15.41 percent	11.78 percent

*Due 07/17 in FY 24; adjusted to 11/19 in FY 22 due to ICCB processing delays
**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(08/01)***	08/28/23	08/01/22	09/22/21	07/21/20	07/31/19
# Submissions to Final	8	13	7	7	9
Timeliness	26 days late	on time	on time	on time	on time
Head Count (total incl. 0 hrs enroll.)	19997	20336	20995	23039	23183
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	1	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% 0 Cumulative GPA in Final Sub.	11.56 percent	10.72 percent	9.15 percent	12.05 percent	11.52 percent
% 0 Cumulative Hours in Final Sub.	11.41 percent	10.60 percent	9.04 percent	12.00 percent	11.49 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	35.53 percent	22.01 percent	17.37 percent	18.93 percent	18.74 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	15.23 percent	15.76 percent	15.42 percent	16.56 percent	16.25 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	1.54 percent	1.86 percent	2.03 percent	2.95 percent	3.04 percent

* Adjusted to 8/02 in FY 24 and 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

Annual Completions Data (A2)

Fiscal Year Collected	**2024**	**2023**	**2022**	**2021**	**2020**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(09/01)***	08/31/23	08/02/22	10/01/21	08/24/20	08/06/19
# Submissions to Final	6	2	8	6	5
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	2600	2944	2706	2641	2729
Total Number of Completions from A1	2410	2609	2465	2395	2435
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	1	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0

% Records with Errors in Final Sub.	0.04 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	1.88 percent	2.14 percent	1.85 percent	1.33 percent	1.61 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20
**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(09/01)***	09/14/23	08/29/22	09/30/21	08/26/20	08/12/19
# Submissions to Final	5	7	9	3	3
Timeliness – Data Due	13 days late	on time	on time	on time	on time
Head Count in Final Submission	19997	20336	20995	23039	23183
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(09/01)***	09/21/23	08/29/22	01/07/22	08/28/20	08/28/19
# Submissions to Final	6	3	2	2	4
Timeliness	20 days late	on time	on time	on time	on time
# Error Codes in Final Submission	1	0	1	0	1
# Critical Errors in Final Submission	0	0	1	0	1
% Records with Errors in Final Sub.	0.01 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Dual Credit in Final	12.21 percent	12.17 percent	10.91 percent	9.58 percent	8.91 percent
% Remedial (PCS 14) in Final	4.96 percent	5.48 percent	5.04 percent	7.16 percent	8.13 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(10/01)***	11/03/23	10/04/22	12/15/21	10/01/20	09/23/19
# Submissions to Final	8	3	9	5	2
Timeliness	32 days late	1 day late	on time	on time	on time
Head Count in Final Submission	9863	10212	11551	10267	14318
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	0	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.07 percent	0.07 percent	0.07 percent	0.00 percent	0.10 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	100.00 percent	100.00 percent	100.00 percent	100.00 percent	100.00 percent

* Due 10/02 in FY 24; 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(10/01)***	09/29/23	09/30/22	10/01/21	09/30/20	09/13/19
Timeliness	on time	on time	on time	on time	on time
Head Count	9863	10212	11551	10267	14318
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/02 in FY 24; 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/26/22	11/29/21	10/14/20	10/03/19	12/07/18
# Submissions to Final	7	4	3	4	6
Timeliness	9 days late	on time	on time	on time	53 days late
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	13.05 percent	12.64 percent	9.96 percent	9.40 percent	9.45 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/14/22	11/05/21	10/12/20	10/14/19	11/30/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	46 days late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)***	10/26/22	12/15/21	11/02/20	10/30/19	11/20/18
Timeliness	on time	on time	on time	on time	19 days late

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

African American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018

| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/08/20 | 01/14/20 | 02/11/19 |
| Timeliness | on time | on time | on time | on time | 3 days late |

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

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/15/22	01/14/22	12/09/20	01/14/20	02/11/19
Timeliness	on time	on time	on time	on time	3 days late

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/15/22	01/14/22	12/08/20	01/15/20	02/11/19
Timeliness	on time	on time	on time	on time	3 days late

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/15/22	01/14/22	12/08/20	01/14/20	02/11/19
Timeliness	on time	on time	on time	on time	3 days late

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

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	12/09/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	01/26/23	01/28/22	01/25/21	02/12/20	02/01/19
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY23 and FY22; 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19

Spring Semester Enrollment Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(02/15)***	02/03/23	02/10/22	02/02/21	02/10/20	02/05/19
Timeliness	on time	on time	on time	on time	on time

*Due 02/10 in FY 20

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(6/15)***	06/13/23	06/14/22	06/10/21	06/11/20	06/18/19
# Submissions to Final	8	7	6	5	6
Timeliness	on time	on time	on time	on time	1 day late
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	22.47 percent	39.70 percent	2.96 percent	1.83 percent	1.60 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	9.03 percent	7.38 percent	3.93 percent	9.05 percent	9.05 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	1.90 percent	0.12 percent

*Due 06/17 in FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

RECOGNITION REPORT

KANKAKEE COMMUNITY COLLEGE

September 2024

Illinois Community College Board
Recognition Report
For Kankakee Community College
September 2024

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Kankakee Community College, District 520. 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 Kankakee 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 Kankakee Community College's 2023-2024 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 and meet the general education requirements as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) and B).

      Compliance Finding: The following discrepancies between the printed college catalog and the curriculum master file were identified.

      Three certificate programs appear Active on the college's curriculum master file, however, they do not appear in the college's printed catalog:
      - Solar Thermal Technology Certificate – TECH/C39A (21ch)
      - Small Wind Technology Certificate – TECH/C39B (21ch)
      - Solar PV Technology Certificate – TECH/C39C (27ch)

      Compliance Recommendation: The college indicates this information was erroneously omitted from the 2023-2024 printed catalog. The college has provided evidence that the information appears in the online catalog accessible through the college's website. The college should, and does, indicate plans to verify this information has been included in the next update of the printed catalog. No further recommendation is needed.

      College Response: KCC has software that connects curriculum management and catalog data to maintain consistency between systems and within curriculum approval processes. Upon review of the items in question and with vendor support, KCC staff identified a checkbox that had been erroneously unchecked in the system, which prevented the item from appearing in the printed version of the catalog. The Curriculum Support Specialist has added the verification of this check box to their process, and the college will work to ensure all items are marked correctly between the online systems and the print version in the future.

   2. **Articulation**

      Kankakee Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.), 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

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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. Per the college, one course is being withdrawn due to lack of interest. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 19 of 19 courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. **Academic Control**

The institution maintains full academic control of the design, conduct, and evaluation of the units of instructions and has an established process for academic planning and quality maintenance. The Curriculum and Academic Standards committee must approve all academic programs and establish admission, course placement, and graduation requirements. The Vice President for Academic Affairs and staff manage the faculty evaluation process. The college has identified a need to be more consistent and timelier with adjunct faculty evaluations.

Compliance Recommendations: None.

4. **Curriculum**

4a) A comparison between Kankakee Community College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: **None.**

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5. Dual Credit

As part of Kankakee Community College's 2023 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2022 and 50 from fiscal year 2023. 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 2022 and 2023, including their credentials.

State Laws and Regulations and Accreditation Standards.
Based on the review, staff concluded that the college adheres to all state laws, regulations, and accreditation standards. Dual credit policy at the college is conducted in accordance with the Dual Credit Quality Act, the ICCB Administrative Rules, and the rules set forth by the Higher Learning Commission. All dual credit Memorandums of Understanding with high school partners are current and have been signed by both parties. The college included a copy of the MOU template in their self-study materials; the MOU is straightforward and aligns with the requirements of the Model partnership Agreement and the ICCB Administrative Rules.

College administrators also reviewed enrollments and SU/SR submissions to ensure that the college is accurately and appropriately claiming dual credit enrollments. Upon review, it was determined that quote, "*Overall, the process for claiming dual credit enrollments is in place and accurate. However, during the COVID-19 pandemic exceptions were made to allow a small number of freshmen and sophomore students to enroll. As it has not been standard practice to allow freshmen and sophomores to enroll in dual credit courses, the programming to assign those students as unclaimable from the SU/SR claim was not correctly implemented. Upon audit, we identified 4 students/5 enrollments that should not have been claimed.*" Because of this, the college has identified the following Action Steps:
- KCC has a process in place to identify the grade level of dual credit students and will ensure that programming is set to identify these students as unclaimable in future reporting.
- KCC will also work with ICCB staff to determine the best way to correct the identified errors.

Instructors.
During fiscal years 2022 through 2023, it was reported that 22 instructors taught transfer (1.1) dual credit courses. Staff determined that all instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework.

It was also reported that 15 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 11 of the instructors had teaching experience listed as

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their occupational experience. Upon further investigation, the work experience is encompassed in the specific Professional Educator License that the faculty held. However, one faculty member had the experience, but was not documented in the submission. In most circumstances this is unallowable when teaching PCS 1.2 courses since the instructor is required to have 2,000 hours of experience working in the field that they are teaching. Therefore, it is critical to submit the appropriate documentation, especially if embedded in other credentials not overseen by the ICCB.

Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that all students in fiscal year fiscal year 2023 have met the required placement examination score.

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

Compliance Recommendation: None

Advisory Recommendation: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.313, the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework. For CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience. ICCB requires the college to document these qualifications and ensure all documentation are submitted for the recognition process.

College Response: The college will continue to enhance the collection and documentation of faculty credentials and work experience as part of their human resources file. Further, KCC continues to monitor potential state-wide changes in determination of minimum qualifications for dual credit faculty as a result of proposed legislation and advocacy.

6. Assessment Plans

The institution has a system of evaluating and recording student performance in courses, systematically assesses student learning, and uses assessment data to improve programs. The institution utilizes Program Review reports to assess proper program and course-level outcomes and verify that the programs have a need, are cost effective, and meet quality standards. Also, the institution administers an annual program, discipline, and general

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education outcomes assessment. The Curriculum and Academic Standards Committee restructured to make the Student Learning Committee a subcommittee and utilizes a Curriculum Management System to ensure alignment with learning assessment and academic planning.

Compliance Recommendation: None.

7. Student Evaluation

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

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The institution employs professional staff with the appropriate education, skills, and experience in accordance with generally accepted standards for teaching, supervising, and administering curriculum or supporting systems. The institution has a formal process for hiring managers in the academic division to conduct formal reviews of hiring practices to ensure compliance with ICCB and HLC guidelines for determining the minimum faculty qualifications.

The Teaching and Learning Center facilitates professional development opportunities for faculty and staff, and the Director of Instructional Technology and Faculty Development, in coordination with the Academic Deans, coordinate the fall and spring in-services events. The institution requires Professional Development Plans for its full-time faculty, and funding is allocated to support the fulfillment of these plans.

ICCB staff conducted a review of faculty credentials for 25 courses offered during the 2021-2022 academic year and found that two faculty did not meet the minimum qualifications for the courses assigned to teach during that term. *Section 1050.30 of ICCB Administrative Rules requires that faculty providing undergraduate general education coursework shall possess, at a minimum, a master's degree with 18 graduate hours appropriate for the academic field or discipline in which they are teaching.*

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

*College Response: After further review of the two faculty members identified as not meeting minimum qualification, KCC does believe that one of these individuals is qualified to teach but acknowledges our failure to provide appropriate documentation of these credentials to ICCB. The college is already obtaining additional transcript evidence to include coursework that validates the "Master of Arts: Major in Writing" which is stated on the provided transcript as conferred on 2004-11-24. Transcripts including coursework supporting the Master of Arts in Writing (or equivalent evidence) will be included in this professor's HR file promptly. KCC acknowledges the lack of sufficient graduate coursework for the other professor and will take immediate action to discover how this oversight occurred. Finally, KCC will conduct a full-scale review of its existing faculty credential audit specifically to ensure that documentation exists to ensure that all instructors (dual credit, adjunct, and full-time) who are assigned to CTE courses with an AAS degree hold an appropriate credential **and** 2,000 hours of demonstrated experience in the field. KCC acknowledges its previous interpretation of this rule was flawed in relation to our assumption that determination of minimally qualified faculty for CTE courses with an AAS degree depended upon an appropriate credential **or** 2,000 hours of demonstrated experience. This review will be conducted in Fall 2024, and an plan of action will be executed in Spring 2025.*

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, interdistrict cooperative agreements were reviewed and it was determined that all agreements are current and have been approved by the ICCB. Currently, the college does not participate in any out-of-district cooperative agreements, save the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement). The CAREER Agreement has been adopted by all 39 Illinois community college districts. Students interested in utilizing the CAREER Agreement must submit a "cooperative agreement

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request form" and will in return receive a letter of approval which will be necessary to receive the in-district tuition rate at the other college. The course catalog and website were reviewed as part of the review of indicators of quality. This review concluded that the college publicizes current information on the CAREER Agreement and that information is consistent across all platforms.

The following items of the college were reviewed: the college's website and the college's course catalog (online). Kankakee Community Colleges 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. There is no reference to additional cooperative agreements within either the catalog or on the website, in alignment with the college's self-study findings. The course catalog provides the names of all 39 districts that are part of the CAREER Agreement, which is helpful for students.

All Indicators of Compliance and Indicators of Quality were met.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Kankakee Community College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support

Part 1A: Advising/Counseling
The advising, counseling, and transfer program at Kankakee Community College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. All students must meet with their assigned academic advisor before registering for classes. The advising staff specializes in programs, so they are well-versed in the curriculum and admission requirements when applicable and understand the demands and rigors of the

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program. Advisors also work closely with the instructional associate deans to develop course schedules that promote student success. KCC will adopt the Guided Pathways model and address the workforce shift by restructuring the advising assignments to a pathway model.

Compliance Recommendation: None.

B: Financial Aid
KCC provided a holistic review of its Financial Aid Department. Students can be served in person, via phone, or appointment. Through the newly implemented self-service module, the financial aid program provides students with accurate, personalized, and just-in-time information about their unique application for financial aid, loans, and work-study. Additionally, students can easily access relevant information on the college's website.

Compliance Recommendation: None.

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

College Response: The College has a Loan Default Management Plan that it will provide in future reporting. This reporting and plan will also be tied into the annual College DEI Plan beginning in FY25.

C: Career Placement
The Career Services Center delivers wrap-around career advising, including career exploration support. These services include but are not limited to résumé writing, interview skill development, job identification, and student work-study. Training individuals to obtain employment is included. The Coordinator of Career Services is proactive and regularly observes other institutions' Career Centers through campus visits or browsing the internet to analyze and compare KCC's services. The coordinator participates in virtual meetings with Illinois Community College Career Services Professionals (IC3SP) once per month to continue to enhance career services to students and keep up with trends in the field.

Compliance Recommendation: None.

D: Support Services
KCC provided a comprehensive and holistic review of its various student support services. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. The college meets the obligations of SB0190 (Higher Education Housing and Opportunities Act). Since July the liaison has seen eight students for services, seven are still actively pursuing their education.

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KCC is proud to serve and provide educational opportunities for students and their dependents who have served and/or are serving. The college has a Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans, military personnel, and their families. The coordinator also serves as an advocate before the college's administration for the needs of student veterans.

Compliance Recommendation: None.

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

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

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. Admission to the college does not ensure admission to a particular course or program of study. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 who meet established criteria.

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

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Kankakee Community College (College) on March 15, 2024. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the College as

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

The college has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies was found.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 207 students in fiscal year 2022 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

In addition, ICCB staff reviewed a sample of 62 students in the dual credit program to determine if the credit hours generated by these students were eligible for reimbursement. Credit hours generated by freshman and sophomore students for dual credit are not eligible for reimbursement. Based on the review, all students in the sample who were reported for dual credit were eligible for reimbursement.

Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent).

Compliance Recommendation: None.

Midterm Certification

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

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

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sheets were reviewed and compared to ICCB internal reports.

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

Compliance Recommendation: None.

Student Residency

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

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. In addition, a sample of students in the dual credit program was reviewed to determine if the credit hours generated by these students were eligible for reimbursement. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning

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

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

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

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

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

To ensure that any audit findings indicating a need for action were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff. There was only one finding noted over the four-year period. The CAP was provided and appears to be adequate.

In addition, the Management Decision Letter (MDL) process was reviewed. The college stated that the reporting procedure would be updated to address the MDL. The revised procedure was received and reviewed. Based on the review, there are suitable procedures in place to address the audit process.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan.

The college submitted the reaffirmed 2019 Facilities Master Plan and Addendum, which was adopted on June 12, 2023, and their self-study. Both were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

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

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

Compliance Recommendation: None.

4a. Employee Contracts

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

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

According to 110 ILCS 805/3-75, an annual performance review of the president must be completed. This annual review must be considered when the board contemplates a bonus, raise, or severance agreement.

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

In addition, 23 Ill. Adm. Code 1501.803 and 1501.804 contain requirements clarifying and detailing application of these statutes. Among these regulations are provisions regarding severance pay and annual performance reviews of college presidents and chancellors.

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

Based on the review, there are several contractual employee positions, including the president's position. The employment contracts met all specifications and notice provisions required by law.

The administrative code at 1501.804 requires that, for presidents and chancellors, "the annual performance criteria and goals shall be made available to the public on the district's official website."

<u>**Compliance Recommendation:**</u> In order to meet the specifications of 23 Ill. Adm. Code 1501.804, the performance criteria used as part of the annual performance review of the president should be posted on the district website.

College Response: The following language was added to the president's employment contract and was posted on the college website in July of 2024: "The Board will meet with the President no less than annually to review performance for the prior year. The following priorities for presidential leadership will serve as a frame of reference for each evaluation: institutional leadership, core value representation, leadership ability, governing board development and communication, external relations, decision-making and problem-solving, institutional performance, employee development and success, fiscal leadership, academic leadership, student development, and success." This language will continue to be part of the contract and posted as such.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board (ICCB) data submissions by Kankakee Community College were reviewed—generally this includes fiscal years 2020-2024 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. <u>Timeliness is based on the date of the final submission</u>, 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

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collections, and the potential fine in 2023 is up to $67,544 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.

Kankakee Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Kankakee Community College officials have met ICCB deadlines for most submissions. Overall, Kankakee 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. Kankakee Community College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2024 submission was finalized 11 weeks late, and the fiscal year 2020 submission was finalized more than one month past the reporting deadline. The submissions took between four and 13 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between seven percent and 24 percent. The proportion of records with Pell Recipient was about 25 percent and with Subsidized Stafford Recipient was less than three percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Kankakee Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2020 submission was finalized three days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than four percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Kankakee Community College met the reporting deadline in two of the five years reviewed; the fiscal year 2024 submission was finalized nearly two months late, and the fiscal year 2021 and fiscal year 2020 submissions were both finalized one day late. The number of submissions needed to finalize the data ranged from five to seven, and final AC submissions did not

contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. 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 five of the five years reviewed. Kankakee Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There has been consistency between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed; the fiscal year 2022 had a small headcount discrepancy (five records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Kankakee Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed and ranged between less than one percent and less than five percent of records having unknown age across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between 18 percent in fiscal year 2020 and 90 percent in fiscal year 2024, and it is an area for further improvement.

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

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2022 submission was finalized one day past the reporting deadline. The number of submissions required to finalize these data ranged from three to five. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Kankakee Community College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from one 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.

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The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Kankakee Community College met the reporting deadline in five of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory 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 Kankakee Community College. Focused efforts are recommended to improve the timeliness of the **Annual Course Data (AC)**. Furthermore, efforts to improve coverage of race/ethnicity for **Noncredit Course Enrollment (N1)** are appreciated.

College Response: The College will continue to strive to submit all reporting promptly and accurately and will try to allow time for corrections before the final submission date. Changes in our processes related to our understanding of how A1, A2, & AC should be best calculated caused us a few late submissions of the AC. Now that these changes are in place, our reporting in this area should not be impacted.

The lack of coverage for race/ethnicity data in the N1 was due to a software limitation. KCC explored possible software enhancements/modifications to better collect this data as part of the enrollment process and has already begun collecting ethnicity/race demographics from continuing education students again.

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Appendix A
Kankakee Community College (520) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(07/15)***	07/17/23	07/14/22	11/18/21	07/15/20	07/10/19
# Submissions to Final	3	3	7	5	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	4816	3494	3047	5060	7823
Unduplicated Head Count	3028	2276	1976	3704	5294
# Error Codes in Final Submission	2	2	2	2	3
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	4.55 percent	2.35 percent	1.31 percent	0.85 percent	1.27 percent
% Unknown Age in Final Submission no value or .	4.26 percent	2.15 percent	0.69 percent	0.83 percent	0.33 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.03 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	89.68 percent	86.15 percent	56.88 percent	82.59 percent	18.27 percent

*Due 07/17 in FY 24; adjusted to 11/19 in FY 22 due to ICCB processing delays
**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(08/01)***	10/18/23	08/01/22	09/27/21	08/03/20	09/03/19
# Submissions to Final	13	6	4	7	5
Timeliness	77 days late	on time	on time	on time	33 days late
Head Count (total incl. 0 hrs enroll.)	3789	3666	3904	4655	4937
Discrepancy between A1 & ID	0	0	0	0	0

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# Error Codes in Final Submission	2	2	2	3	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.42 percent	0.32 percent	0.28 percent	21.93 percent	0.06 percent
% 0 Cumulative GPA in Final Sub.	16.76 percent	16.37 percent	13.93 percent	22.47 percent	21.90 percent
% 0 Cumulative Hours in Final Sub.	13.91 percent	13.69 percent	10.99 percent	19.51 percent	18.76 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	8.08 percent	9.19 percent	6.97 percent	17.47 percent	24.16 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	26.60 percent	25.37 percent	23.95 percent	24.02 percent	23.84 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	2.30 percent	1.66 percent	2.05 percent	2.41 percent	2.73 percent

* Adjusted to 8/02 in FY 24 and 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

Annual Completions Data (A2)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(09/01)***	08/31/23	09/01/22	10/01/21	09/01/20	09/06/19
# Submissions to Final	2	4	4	3	3
Timeliness	on time	on time	on time	on time	3 days late
Record Count (duplicate completions)	682	744	1008	764	681
Total Number of Completions from A1	572	556	868	585	561
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

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	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	1.76 percent	0.94 percent	1.39 percent	1.70 percent	3.08 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20
**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(09/01)***	08/31/23	08/31/22	09/24/21	09/01/20	09/03/19
# Submissions to Final	3	3	3	4	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	3789	3666	3904	4655	4937
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	4	1	5	4
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(09/01)***	10/23/23	08/31/22	01/10/22	09/02/20	09/04/19
# Submissions to Final	7	5	6	6	5
Timeliness	52 days late	on time	on time	1 day late	1 day late
# Error Codes in Final Submission	0	0	1	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.01 percent	0.02 percent	0.02 percent
% Dual Credit in Final	6.60 percent	6.76 percent	6.58 percent	5.28 percent	4.66 percent

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	2.35 percent	3.13 percent	3.45 percent	4.64 percent	4.59 percent
% Remedial (PCS 14) in Final					

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(10/01)***	10/02/23	09/28/22	12/14/21	09/21/20	09/30/19
# Submissions to Final	3	3	3	2	2
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	2404	2333	2231	2245	2601
Discrepancy between E1 & Survey	0	0	+5	0	0
# Error Codes in Final Submission	1	1	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.08 percent	0.04 percent	0.00 percent	0.00 percent	0.00 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	95.59 percent	100.00 percent	94.49 percent	95.55 percent	96.19 percent

* Due 10/02 in FY 24; 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(10/01)***	10/02/23	09/29/22	10/01/21	09/22/20	09/30/19
Timeliness	on time	on time	on time	on time	on time
Head Count	2404	2333	2226	2245	2601
Discrepancy between E1 & Survey	0	0	-5	0	0

* Due 10/02 in FY 24; 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/17/22	12/01/21	10/12/20	10/14/19	10/12/18
# Submissions to Final	5	5	5	4	3
Timeliness	on time	1 day late	on time	on time	on time
# Error Codes in Final Submission	4	4	3	2	3
# Critical Errors in Final Submission	3	3	2	1	2
% Records with Errors in Final Sub.	20.00 percent	13.35 percent	4.44 percent	3.67 percent	2.91 percent
% Unknown Employment Class (8)	5.07 percent	5.45 percent	1.23 percent	1.08 percent	1.12 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/14/22	11/30/21	10/07/20	10/11/19	10/12/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)***	10/27/22	12/13/21	10/23/20	10/31/19	10/17/18
Timeliness	on time	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/11/22	12/08/20	01/14/20	01/29/19

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| Timeliness | on time | on time | on time | on time | on time |

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

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/11/22	12/08/20	01/14/20	01/29/19
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/13/22	12/08/20	01/14/20	01/29/19
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/11/22	12/08/20	01/14/20	01/29/19
Timeliness	on time	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	12/13/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2023	2022	2021	2020	2019

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Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	02/10/23	02/01/22	02/02/21	02/27/20	01/18/19
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY23 and FY22; 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19

Spring Semester Enrollment Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(02/15)***	02/14/23	02/14/22	02/01/21	02/03/20	02/08/19
Timeliness	on time	on time	on time	on time	on time

*Due 02/10 in FY 20

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(6/15)***	06/15/23	06/15/22	06/14/21	06/11/20	06/13/19
# Submissions to Final	4	4	7	1	2
Timeliness	on time	on time	on time	on time	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.	1.93 percent	0.97 percent	0.49 percent	0.62 percent	0.40 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	1.94 percent	3.90 percent	2.23 percent	2.29 percent	2.63 percent
% Unknown Employment Class (8)	4.12 percent	5.12 percent	4.95 percent	1.04 percent	1.21 percent

*Due 06/17 in FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

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RECOGNITION REPORT

HIGHLAND COMMUNITY COLLEGE

September 2024

Illinois Community College Board
Recognition Report
For Highland Community College
September 2024

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Highland Community College (HCC), District 519. 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 Highland 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 Highland Community College's 2023-2025 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 and as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i), however, one discrepancy in general education requirements was identified.

        Compliance Finding: A discrepancy in the total number of general education credit hours was identified for the following A.A.S. degree program. Note that according to ICCB Administrative Rules Section 1501.302 a)3)B)iv) *"For the Associate in Applied Science degree, the general education component required will represent at least 15 semester credit hours or equivalent for completion."*

        - **Emergency Medical Services A.A.S. degree** (66ch) page 158: Note that this program was identified as having a general education credit hour discrepancy in the previous Recognition audit (2019). At that time, the college indicated that a check of general education credit hours would be made and any changes to the master file and/or the college's catalog description would be submitted accordingly.

        Based on the curricular review for the current Recognition audit, ICCB staff cannot confirm 15 credit hours of general education coursework is required. The college was contacted about this discrepancy and their response is as follows:

        College Response: Emergency Medical Services AAS degree (66ch) pg. 158

        - In February 2019, HCC's Curriculum and Instruction (C&I) committee approved adding BIOL 213 (4ch) and BIOL 214 (4ch) to the program support courses in place of BIOL 120 (5ch). This would have added an additional 3ch of general education. Additionally, PSY 161 was recommended as a general education elective and further discussion was had regarding the courses. PSY 161 was approved as a general education course for the degree at the April 2019 C&I meeting. For some reason, it appears only PSY 161 was submitted to ICCB at the time. The Nursing and Allied Health Dean and CAO will work together to resolve the issue by submitting a change to the program at the March 8, 2024, C&I committee meeting.
        - As of March 15, 2024, the college confirms the C&I committee did approve the inclusion of PSY 161 (3 credit hours) as a general education requirement/human diversity requirement course.

Compliance Recommendation: The college has made the necessary changes to bring the EMS A.A.S. degree into compliance for its general education component. The college should, however, submit the appropriate course and/or curricular changes to ICCB, and confirm these changes are reflected correctly in any program information provided to the public, i.e., printed and online catalog descriptions, marketing materials for the specific program, etc. General education credit hours should not only meet the minimum required to comply with ICCB Administrative Rules, but also be easily identifiable by students.

College Response: The appropriate course and/or curriculum changes were submitted to ICCB on 3/22/2024 and approved by ICCB staff on 3/25/2024. The Highland catalog is currently undergoing revision and these changes will be reflected in the new catalog. Additionally, in the new catalog, general education credit hours will be easily identifiable in all AAS degrees.

2. **Articulation**

Highland 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 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**

The institution maintains full academic control of the design, conduction, and evaluation of the units of instruction. The Curriculum and Instruction Committee, co-chaired by a faculty member and the Chief Academic Officer, oversees the review and proposal of courses and programs. Faculty propose and present curricular changes to the committee, who makes recommendations for board approval.

Compliance Recommendations: None.

4. Curriculum

4a) A comparison between Highland Community College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: **None.**

5. Dual Credit

As part of Highland Community College's 2023 Recognition review, the following dual credit information was examined to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2022 and 50 from fiscal year 2023. 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 2022 and 2023, including their credentials.

State Laws and Regulations and Accreditation Standards
Based on the review, staff concluded that the college adheres to all state laws, regulations, and accreditation standards. Dual credit policy at the college is conducted in accordance with the Dual Credit Quality Act, the ICCB Administrative Rules, and the rules set forth by the Higher Learning Commission. All dual credit Memorandums of Understanding with high school partners are approved annually, inclusive of the following information: faculty qualifications; assessing students with disabilities; syllabus requirements; placement and prerequisite information, etc.

Instructors

During fiscal years 2022 through 2023, it was reported that 20 instructors taught transfer (1.1) dual credit courses. Of these instructors, one of them did not hold the minimum requirement of 18 graduate degree hours in the discipline being taught, nor was it noted that they were following a professional development plan. Staff determined that all other instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework. The name of the underqualified faculty is listed in the supplemental document *5a-f Underqualified Dual Credit Faculty*.

It was also reported that 43 instructors taught career and technical education (1.2) dual credit courses. ICCB reviewers were unable to determine if any of the 43 instructors had the required 2,000 hours of work experience because on the *Dual Credit Faculty ICCB Recognition Highland* spreadsheet submitted by the college, "N/A" was noted for each of the faculty members.

Students

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that all students from fiscal year 2022 and 2023 met the required placement test score and or prerequisite coursework.

Course Offerings and Requirements

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

<u>**Compliance Recommendation:**</u> In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.313, the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus.

- For transfer (1.1 PCS) these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework.
- For CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience. Highland Community College must resubmit the *Dual Credit Faculty ICCB Recognition Highland* spreadsheet with the requisite work experience and occupational hours. A final determination of faculty qualifications can be made upon receipt of the appropriate documentation.

College Response: To date, the documentation of 2000 hours has not been submitted for dual credit instructors. However, we acknowledge the rule language and will resolve all issues identified above to be in compliance and ensure future rule compliance. Specifically, the issue of the underqualified 1.1 PCS Dual Credit faculty member will be appropriately

addressed, and a review will take place of all 1.2 PCS Dual Credit faculty to make sure there is appropriate documentation on file of the 2000 hours of work experience.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The institution has five general education outcomes that address student learning across all degree programs and reflect the GECC for transfer degrees. Written communication, oral communication, critical thinking, quantitative literacy, and information literacy are the five outcomes. Additionally, the college administers a variety of assessments using both internal and external assessments. Also, the college regularly utilizes data from the assessment of student learning for the improvement of curriculum, teaching, and student learning.

Compliance Recommendation: None.

7. Student Evaluation

Highland has a well-documented policy for evaluating and recording student performance. The evaluation process is directly tied to the official course learning objectives and goals. Both faculty and student handbooks were thoroughly reviewed to ensure that the practices comply with and align with ICCB Rule 1501.405 as per the College Policy and Administrative Procedure.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The institution employs professional staff with the appropriate education, skills, and experience in accordance with generally accepted teaching, supervising, and administering curriculum or supporting systems. The institution has a formal process for hiring managers in the academic division to conduct formal reviews of hiring practices to ensure compliance with ICCB and HLC guidelines for determining the minimum faculty qualifications.

The Center for Teaching and Learning Services facilitates professional development opportunities for faculty. The staff provide training assistance for faculty in all modalities, accessible instructional materials, video streaming within online courses, and Universal Design. The Center also provides development and resources for LMS, Universal Design, and Quality Matters Training for online instructors.

ICCB staff conducted a review of faculty credentials for 25 courses offered during the 2021-2022 academic year, as such, the review found that all faculty met the minimum qualifications for the courses assigned to teach during that term. *Section 1050.30 of ICCB*

Administrative Rules requires that faculty providing undergraduate general education coursework shall possess, at a minimum, a master's degree with 18 graduate hours appropriate for the academic field or discipline in which they are teaching.

Compliance Recommendation: None.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, Highland Community College reviewed their college procedures and pertinent information regarding cooperative agreements. Currently, the college does not participate in any Illinois out-of-district cooperative agreements, save the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement). The CAREER Agreement has been adopted by all 39 Illinois community college districts, and it was noted that Rock Valley College and Sauk Valley Community College represent the largest number of interdistrict cooperative agreements with Highland Community College. Students interested in utilizing the CAREER Agreement must complete an application and will in return receive a letter of approval which will be necessary to receive the in-district tuition rate at the other college. Additionally, students must take all required prerequisite courses at Highland Community College before enrolling at a partner institution. The college also reviewed its course catalog and website as part of the review of indicators of quality.

The following items of the college were reviewed: the self-study, the college's website, and the college's course catalog (online). Highland 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. Page 52 of the course catalog states correctly that all 47 Illinois community colleges are part of the CAREER Agreement; however, the cooperative agreement "application" found on the college's Transfer Agreements webpage references that there are only 28 Illinois community colleges involved in the CAREER Agreement. The college did specify that chargebacks are no longer utilized because of the findings of the previous ICCB Recognition visit.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Highland Community College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No

discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support

Part 1A: Advising/Counseling
Highland Community College provides a complete advising, counseling, and transfer program to assist new students in planning their academic journey and supporting all students' success throughout their program. All students pursuing degrees or certificates, whether full-time or part-time, are required to meet with an academic advisor before enrolling for the first time. Students who are placed on academic probation or suspension must also meet with an advisor. Additionally, those who do not meet the Standards of Academic Progress for financial aid must create an academic plan with an advisor as part of the financial aid appeal process. The advising team members also serve the institution in other capacities, such as transfer coordinator, HOUSE liaison, Veteran's coordinator, and College Now.

Compliance Recommendation: None.

B: Financial Aid
Highland offers a financial aid program to help students with financial support. The Financial Aid services are easily accessible and convenient for students. The staff at the Admissions and Records area and the One-Stop Center are well-informed about financial aid and can provide quick and easy solutions to general financial aid questions. Moreover, every fall, the Director of Financial Aid and an Illinois Student Assistance Commission (ISAC) Corps member visit HCC district high schools to provide financial aid information and help students complete FAFSA applications.

Compliance Recommendation: None.

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

College Response: The college monitors the loan default rate on an annual basis, and this year's rate is 0%. The college will make sure to include this data in future reports.

C: Career Placement
The Career Services Center provides comprehensive career advising to assist students in their career exploration journey. The services offered include creating effective resumes,

developing interview skills, identifying job opportunities, and providing work-study support. These services can be accessed through individual appointments, classroom presentations, and high school visits. Additionally, the Career Services staff proactively reaches out to students who have expressed a need for career counseling through the College Student Inventory or Mid-Year Student Assessment. These tools are used by the college to identify students who may require early interventions, wrap-around services, and additional support during their First Year Experience Seminar or before registration.

Compliance Recommendation: None.

D: Support Services

Highland Community College prides itself on its various student support services, which are conveniently accessible to all students, including those with disabilities. These services are available in person and virtually at times that best suit the students' schedules. The college also extends educational opportunities to students and their dependents who have served or are currently serving in the military. To promote inclusivity, Highland Community College has adopted inclusive recruitment practices, such as partnering with local high schools to offer on-campus experiences for students with Individualized Educational Plans (IEP). Furthermore, the Success Center has brought on Peer ESL mentors for the 2022-23 and 2023-24 academic years to assist ESL students in improving their English language, organization, and time management skills. The newly established success coach positions and the student success coordinator prioritize identifying and providing equitable practices for students who face educational barriers, ensuring that all students have access to the resources they need to succeed.

Compliance Recommendation: None.

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

Highland requires all degree-seeking students to take a tuition-free course called First Year Experience Seminar. If a student is struggling in a class, their instructor can submit an early alert for various reasons, such as incomplete homework and tests, regular tardiness, or unexplained absences. Student Services will then reach out to the students and connect them with the resources they need to help them improve.

Highland offers peer tutoring to provide individual content tutoring to students at no additional cost, both in-person and virtually. Professional tutors are also available for select classes. Study groups and review sessions are available upon request, and peer mentors can work with students on study strategies, organization, and time management.

Mental health services are available to students in-person, on-campus, and online through New Horizons Counseling Center for about 10 hours per week. Highland also offers virtual counseling services and wellness information through UWill. New Horizons Counseling Center not only provides counseling services but also offers stress management and suicide prevention workshops for all First Year Experience Seminar classes. They also offer stress

management and coping skills workshops and partner with the college in events and awareness activities.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. However, gaining admission to college does not guarantee admission to a particular course or program of study. The procedures for enrolling at the college are available in the college catalog and on the website for each program. The college accepts students who are high school graduates or have equivalent qualifications, as well as those who are 18 years old or older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 who meet established criteria.

For transfer students, the college accepts college credit from institutions with regional accreditation, covering the student's enrollment time. The college also has policies for Alternative Methods for Awarding Credit, specific procedures, and transfer credit for prior learning assessment, which includes CLEP, Advanced Placement, and non-traditional learning. PLA credit is awarded on a case-by-case basis from the specific academic departments.

The college uses many strategies to retain students, including recent implementation of services that support students who are English language learners, Bridge programming for adults matriculating to college or returning post-pandemic, supplemental instruction, and making early connections with students through peer mentors and success coaches.

The Admission and Registration Office maintains student records, upholds admission policies and standards, and evaluates transcripts. ARO supports the college's admission policies by accurately recording student type, placement, and proficiency information. The Admissions Department transcript and records evaluation process follows the policies for each transcript. An official transcript must be on file for all degree/certificate-seeking students. The student is required to request an official transcript/GED to be sent directly to Highland from the high school or the regional office with an appropriate seal, graduation date, and official signature.

Since the last ICCB review, the college has implemented multiple measures for high school transcripts. If a student has eight semesters of English and math, with all grades at a 'C' or above, and a cumulative GPA of 3.0 or higher, they are not required to take a placement test.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at Highland Community College on July 9, 2024. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

The college has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies was found.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 170 students in fiscal year 2022 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

Interdepartmental communications were appropriate regarding changes in laws, regulations or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

Compliance Recommendation: None.

Midterm Certification

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

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

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

Compliance Recommendation: None.

Student Residency

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

All residency classifications were documented and determined to be accurate. Based on the review, the college properly classifies students for reporting purposes. There were certain details missing from the residency policy regarding special provisions for students, such as former wards of the Department of Children and Family Services.

Compliance Recommendation: None.

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

Advisory Comment: Although other advisory recommendations requested comment, no response was requested here. However, the college will address the recommendation by ICCB staff to clarify the Residency Policy.

Course Repeats

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

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. In addition, a sample of students in the dual credit program was reviewed to determine if the credit hours generated by these students were eligible for reimbursement. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning

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

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

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

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For fiscal years 2018 through 2022, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion. To ensure that any audit findings indicating the need for action were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings.

There was only one finding noted over the five-year period. The CAP for this finding was provided and appears to be adequate. The Management Decision Letter for audits is being filed but not reviewed. This process will be updated.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The college submitted its 2023 Facilities Master Plan and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

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

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

Compliance Recommendation: None.

4a. Employee Contracts

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

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

According to 110 ILCS 805/3-75, an annual performance review of the president must be completed. This annual review must be considered when the board contemplates a bonus, raise, or severance agreement.

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

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed. Based on the review, there is only one contractual employee position. This is the president's position. The employment contract met all specifications and notice provisions required by law.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board data submissions by Highland Community College were reviewed—generally this includes fiscal years 2020-2024 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 2023 is up to $67,544 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.

Highland Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Highland Community College officials have met ICCB deadlines for nearly all submissions. Overall, Highland 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 2024 submission contained one critical error. This data was verified by college officials as valid and accurate. Highland Community College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2023 submission was finalized about three weeks late, and the fiscal year 2021 submission was finalized eight days past the reporting deadline. The submissions took between two 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 Highest Degree Previously Earned was less than one percent across the years reviewed. The proportion of records with Pell Recipient ranged between 19 percent and 27 percent, and with Subsidized Stafford Recipient ranged between less than one percent and seven percent. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of the five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Highland Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data was two across the years reviewed, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than three percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Highland 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 three, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2023 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).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in five of the five years reviewed. Highland 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 across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Highland Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with no records having unknown age in two of the years and less than one percent in the other three years. The proportion of records with unknown Race/Ethnicity ranged between three percent and eight percent across the five years reviewed.

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

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years.

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 two to three. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Highland Community College met the submission deadline in each of the past five years reviewed. 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Highland Community College met the reporting deadline in each of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in four of the five of the past five fiscal years; the fiscal year 2021 submission was finalized three days past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Advisory Recommendations: Nearly all 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 Highland Community College.

College Response: Highland will continue to submit timely, accurate, and complete data submissions to ICCB.

Appendix A
Highland Community College (519) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(07/15)***	06/29/23	07/12/22	11/05/21	07/07/20	07/10/19
# Submissions to Final	2	2	2	1	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	977	693	440	801	1417
Unduplicated Head Count	610	472	265	604	1020
# Error Codes in Final Submission	1	2	1	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.35 percent	1.73 percent	1.36 percent	0.75 percent	0.99 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.14 percent	0.00 percent	0.37 percent	0.99 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	6.55 percent	7.94 percent	3.41 percent	4.12 percent	5.93 percent

*Due 07/17 in FY 24; adjusted to 11/19 in FY 22 due to ICCB processing delays
**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(08/01)***	07/27/23	08/23/22	09/22/21	08/11/20	07/23/19
# Submissions to Final	2	4	4	6	7
Timeliness	on time	22 days late	on time	8 days late	on time
Head Count (total incl. 0 hrs enroll.)	2690	2762	2575	3067	2961
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	6	3	1	3	2
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.18 percent	0.14 percent	0.07 percent	0.06 percent	0.03 percent
% 0 Cumulative GPA in Final Sub.	9.33 percent	7.46 percent	7.30 percent	14.80 percent	8.21 percent
% 0 Cumulative Hours in Final Sub.	8.36 percent	6.59 percent	6.29 percent	12.81 percent	5.74 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	0.97 percent	0.94 percent	0.47 percent	0.55 percent	0.51 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	19.03 percent	20.56 percent	24.08 percent	23.93 percent	26.71 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	2.45 percent	0.14 percent	3.96 percent	5.22 percent	6.89 percent

* Adjusted to 8/02 in FY 24 and 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

Annual Completions Data (A2)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(09/01)***	08/09/23	08/23/22	09/22/21	07/28/20	07/23/19
# Submissions to Final	2	2	2	2	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	649	602	582	778	571
Total Number of Completions from A1	617	592	562	765	547
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 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	2.47 percent	2.82 percent	2.41 percent	2.31 percent	1.93 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20
**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(09/01)***	07/28/23	08/23/22	09/22/21	07/30/20	07/24/19
# Submissions to Final	2	2	2	1	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	2690	2762	2575	3067	2961
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	1	1	1	0
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Course Data (AC)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(09/01)***	07/28/23	08/23/22	11/18/21	08/26/20	08/05/19
# Submissions to Final	1	1	2	3	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	0	1	0
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.02 percent	0.03 percent	0.00 percent	0.01 percent	0.00 percent
% Dual Credit in Final	15.34 percent	17.47 percent	12.30 percent	13.18 percent	10.44 percent

% Remedial (PCS 14) in Final	6.22 percent	5.86 percent	6.88 percent	9.53 percent	11.93 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(10/01)***	09/28/23	09/27/22	11/18/21	09/24/20	09/25/19
# Submissions to Final	2	1	2	2	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1369	1184	1203	1276	1511
Discrepancy between E1 & Survey	0	0	0	0	0
# 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.	0.07 percent	0.08 percent	0.08 percent	0.07 percent	0.39 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	96.49 percent	95.95 percent	95.10 percent	95.85 percent	96.76 percent

* Due 10/02 in FY 24; 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(10/01)***	09/18/23	09/22/22	09/16/21	09/23/20	09/26/19
Timeliness	on time	on time	on time	on time	on time
Head Count	1369	1184	1203	1276	1511
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/02 in FY 24; 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019

Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/14/22	11/23/21	10/08/20	10/09/19	10/09/18
# Submissions to Final	2	2	3	2	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	3	3	2
# Critical Errors in Final Submission	1	1	2	2	2
% Records with Errors in Final Sub.	5.70 percent	5.00 percent	4.40 percent	7.93 percent	6.37 percent
% Unknown Employment Class (8)	1.32 percent	0.83 percent	1.32 percent	1.98 percent	2.39 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)***	10/14/22	11/23/21	10/07/20	10/09/19	10/10/18
# Submissions to Final	1	1	1	1	2
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)***	10/13/22	11/18/21	10/22/20	10/03/19	10/04/18
Timeliness	on time	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/11/22	12/08/20	01/08/20	01/16/19
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/11/22	12/08/20	01/13/20	01/16/19
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/11/22	12/07/20	01/09/20	01/25/19
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/11/22	12/08/20	01/13/20	01/16/19
Timeliness	on time	on time	on time	on time	on time

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

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	12/13/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

* ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
** Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018

Final Submission Varies See Note*	02/10/23	02/01/22	02/05/21	02/28/20	02/01/19
Timeliness	on time	on time	3 days late	on time	on time

*Due 02/01 in FY23 and FY22; 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19

Spring Semester Enrollment Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(02/15)***	01/31/23	02/01/22	02/02/21	01/28/20	02/08/19
Timeliness	on time	on time	on time	on time	on time

*Due 02/10 in FY 20

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(6/15)***	06/14/23	06/15/22	06/14/21	06/15/20	06/12/19
# Submissions to Final	3	2	2	3	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	19.03 percent	16.25 percent	16.87 percent	17.64 percent	18.89 percent
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	6.04 percent	5.83 percent	6.56 percent	7.06 percent	8.72 percent
% Unknown Employment Class (8)	0.00 percent	1.23 percent	0.94 percent	1.76 percent	1.74 percent

*Due 06/17 in FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

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

Harper College
➢ Psychiatric Technician Certificate (37 credit hours)

Heartland Community College
➢ Associate in General Studies (A.G.S.) degree (60 credit hours)

Olive-Harvey College
➢ Barbering Associate of Applied Science (A.A.S.) degree (65 credit hours)
➢ Barbering Certificate (50 credit hours)

Southwestern Illinois College
➢ Civil Engineering Technology A.A.S. degree (60 credit hours)

Wilbur Wright College
➢ Cloud Computing Associate of Applied Science (A.A.S.) degree (60 credit hours)
➢ Cloud Computing Advanced Certificate (30 credit hours)

BACKGROUND

<u>Harper College</u>
Psychiatric Technician Certificate (37 credit hours)

Program Purpose: This program will prepare students for entry-level employment and advancement opportunities as psychiatric nursing paraprofessionals with mental health and developmental disability environments.

Catalog Description: This 3-semester, 37-credit hour, certificate program provides students with the classroom content to take the American Association of Psychiatric Technicians (AAPT) Level 1 and Level 2 exams for national certification. To ensure students are prepared to take the AAPT Level 1 and Level 2 exams, this program will require completion of at least 30 credit hours, followed by one year of working in the field of mental health or developmental disabilities. This voluntary certification allows completers to gain recognition as nursing paraprofessionals and leads to better wages and advancement.

Curricular Information: The curriculum includes 10 credit hours of required general education coursework and 27 credit hours of career and technical education coursework. General education coursework focuses on introductory psychology, anatomy and physiology, and interpersonal/intercultural communications. Career and technical coursework includes instruction in nurse assisting, basic pharmacology, concepts of psychiatric care, psychology of human development, abnormal psychology, biological basis of behavior, care of individuals with developmental and behavioral disorders, principles of mental health counseling and group therapy, legal and ethical issues in healthcare, and a required mental health/developmental disabilities practical learning experience. Assessment of student learning in the proposed program will be achieved through evaluation of the student's performance in the work-based learning experience by program faculty and the work-site supervisor. The program was developed according to guidelines established by the AAPT for Level 1 and Level 2 national certification.

Accrediting Information: Harper College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

Justification for Credit hours required: The proposed programs reflect the course content necessary and practical learning hours required for achieving AAPT Level 1 and Level 1 national credentialing.

Diversity, Equity & Inclusion Efforts: Harper College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs, with a particular focus on females and students in the district's Latinx and Black communities. Harper College further provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of mental health, developmental disability, and psychiatric nursing paraprofessionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "psychiatric technicians" is expected to increase around 6.4% statewide through 2030.

Table 1: Employer Partners

Employer	Location
Alexian Brothers Behavioral Health	Schaumburg, IL
Northwest Community Hospital	Palatine, IL
Ascension Center for Mental Health	Arlington Heights, IL
Elgin Mental Health Center	Elgin, IL

Table 2: Projected Enrollments

Psychiatric Technician Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	10	15	20
Completions:	-	8	15

Financial / Budgetary Information: The program will require one (1) new full-time faculty and two (2) existing full-time faculty the first year. Qualified faculty will hold at least a Masters degree in Nursing, Mental Health or a closely related field, hold a current Illinois Registered Nurses License, have at least three (3) years work experience, and one (1) year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$61,584	$0	$0
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	$2,500	$1,500	$1,000
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$64,084**	**$1,500**	**$1,000**

Table 4: Faculty Requirements

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

Heartland Community College
Associate in General Studies (60 credit hours)

Program Purpose: The Associate in General Studies (A.G.S.) degree is designed for students who want to complete an individualized associate degree that provides educational options beyond those available in other degree programs.

Catalog Description: The Associate in General Studies (A.G.S.) is a degree customized to meet the unique needs of students, based on their work and professional development goals, with objectives that are different than those of the transfer degrees or the occupational degrees. Students will be added to the A.G.S. after meeting with an academic advisor and developing a plan of study. To ensure that certain standards are met, the college will require students to establish a formal degree plan with an academic advisor and participate in the college assessment process for appropriate course placement in English and Math.

The 60 credits in the degree are comprised of a minimum of 21 credits in general education and 39 credits in electives. Due to the flexibility of this degree, it may not fulfill requirements for transfer to a four-year institution.

Curricular Information: The proposed A.G.S degree meets the requirements and intentions as defined by the Administrative Rules of the Illinois Community College Board. ICCB Administrative Rules specify that A.G.S. proposals meet three degree intentions. The first is that the proposal must show that it is a liberal studies program. The proposed A.G.S. degree program requires 21 credit hours of coursework in communications, mathematics, social sciences, life sciences, and humanities/fine arts. The remaining required 39 credit hours of coursework will be comprised of any combination of baccalaureate/transfer and career and technical education coursework to fulfill the student's documented plan of study.

The second intent is to meet the needs of non-traditional students that are not met by other programs. Through the A.G.S. degree, Heartland Community College will provide a broad array of courses so that non-traditional students are allowed considerable freedom in designing and pursuing a course of study that meets their individualized learning goals. The proposal program includes coursework in traditional, hybrid, and online learning formats, as well as being offered during traditional hours, evening, weekend, and accelerated timeframes. Prior learning will be assessed according to HCC policies and includes accepting such assessment methods as credit by standardized examination, proficiency examination, military credit, industry/state credentials, transfer educational credit, and portfolio review. Students collaborate with an advisor to develop a master academic plan of study. Changes to this plan must be agreed upon by the student and the academic advisor.

The third intent is to provide a capstone program for graduates of career and technical certificate programs where no related Associate in Applied Science (A.A.S.) degree exists. The A.G.S. degree will provide an educational ladder opportunity for individuals who have completed or are currently pursuing existing certificate programs, and those who are currently working in settings where a degree is needed for salary/career advancement. The college's proposal allows students to utilize the A.G.S. to reach this threshold, meeting a key need with employers that are looking to hire employees with a two-year degree credential.

Assessment of student learning will be achieved through evaluation of a student portfolio prior to program completion/transfer by HCC faculty.

Justification for Credit hours required for the degree: NA.

Accrediting Information: Heartland Community College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

Diversity, Equity & Inclusion Efforts: Heartland Community College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes baccalaureate/transfer degree programs. They currently employ Student Success Coaches who are tasked with increasing awareness of student success services and utilizing multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college offers a range of wraparound services and intrusive student services which includes follow up for at-risk students by faculty, student mentors, and advising staff. They participate in a variety of support programs including TRIO, Upward Bound, and the Workforce Equity Initiative. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. Faculty have access to classroom support through the Faculty Training Academy and the Professional Development Fund. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, and opportunities to hear from diverse individuals with diverse backgrounds in applicable fields of academics and industry.

Faculty Needs: No new faculty will be required to implement proposed degree and all faculty meet the requirements for teaching baccalaureate/transfer courses including Master's degrees in the discipline and at least five (5) years of work and/or teaching experience. Career and technical education instructors meet the requirements for teaching related content.

Financial Information: All facilities and equipment are currently in place to support the proposed degree. The program will be supported fiscally through student tuition and fees.

Olive-Harvey College
Barbering A.A.S. degree (65 credit hours)
Barbering Certificate (50 credit hours)

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

Catalog Description-Barbering A.A.S. degree: The Associate of Applied Science degree in Barbering prepares graduates for a career as a barber. Students will gain industry knowledge and practice in haircutting/shaping, razor shaving, styling, creative and graphic design, chemical services, skincare, and nailcare. Additional students will acquire information about operating and owning a business to best prepare them to assume key consulting positions within the industry and to successfully own and manage their own barbering business. Graduates will be prepared to pass the Illinois Barber licensure exam required by the Illinois Department of Financial and Professional Regulation (IDFPR) and for employment as barbers in chain or independent shops.

Catalog Description-Barbering Certificate: The Barbering Certificate program prepares graduates for a career as a barber. The curriculum emphasizes hands-on experience with the latest trends and techniques. Graduates will be prepared to pass the Illinois Barber licensure exam required by the Illinois Department of Financial and Professional Regulation (IDFPR) and to work as barbers in chain or independent shops.

Curricular Information: Barbering A.A.S. degree - The curriculum includes 15 credit hours of required general education, and 50 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory barbering, hair cutting technology, basic styling technology, chemical technology, introductory/intermediate/advanced levels of barber salon technology, and a barbering summative seminar. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Curricular Information: Barbering Certificate – The certificate curriculum includes a 50 credit hour subset of the required career and technical education coursework included within the proposed degree. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Assessment of student learning in both programs will be achieved through evaluation of the student's performance during the advanced levels of courses in barber styling. Students will be evaluated during their work-based learning experience in the college's barber lab by program faculty, including a licensed barber-instructor.

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

Justification for Credit hours required: According to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements, barber curriculum in the State of Illinois must include a minimum of 30 credit hours in barber content and include a minimum of 1,500 hours of study over a period of nine (9) months or longer. The proposed certificate meets these requirements.

Diversity, Equity & Inclusion Efforts: OHC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college continues to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The college regularly promotes programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from employers within the local barbering industry.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to barbering is expected to increase statewide around 14.1% through the year 2030. This program mirrors those currently being offered at Harry S. Truman College (HSTC), another one of the City Colleges of Chicago. Offering the proposed programs at an additional City College campus will allow students who are not served by HSTC, as well as those from different demographic populations, access to in-demand training.

Table 1: Employer Partners

Employer	Location
Creative Beauty Concepts LTD	Chicago, IL
The Theater School at DePaul University	Chicago, IL
O'Hara & Friends Salon	Chicago, IL
Antje Kastner Studio	Chicago, IL
Your New School	Chicago, IL
Pivot Point	Chicago, IL
Larry's Barber College	Chicago, IL
Expect Success	Chicago, IL
Zhen Beauty School	Chicago, IL

Table 2: Projected Enrollments

Barbering A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	5	10	15
Completions:	-	5	10

Table 2: Projected Enrollments

Barbering Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	-	-	-
Part-Time Enrollments:	10	20	20
Completions:	-	10	15

Financial / Budgetary Information: The programs will require two (2) part-time faculty the first year, with an additional one (1) full-time faculty person added in year three.

Qualified faculty will hold a current professional license in Barber instruction, hold a current Illinois Barber License, have at least five (5) years work experience as a professional barber and three (3) years teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$50,000	$60,000	$75,000
Administrator Costs	-	-	-
Other Personnel costs	$16,000	$16,000	-
Equipment Costs	$20,000	$20,000	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$86,000**	**$96,000**	**$75,000**

Table 4: Faculty Requirements

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

Southwestern Illinois College
Civil Engineering Technology A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare students for entry-level employment in the construction industry in a variety of civil engineering technical support positions including drafting, surveying, material quality assurance, and project management.

Catalog Description: The Civil Engineering Technology program prepares students with skills necessary for employment as a civil engineering technician. Employment opportunities include consulting engineering firms, testing laboratories, highway construction, utilities companies, and state, federal, and local governmental agencies. Learning emphasis is placed on activities related to civil construction including: surveying, materials testing/quality control, drafting, and construction inspection. This career path offers opportunities that include a balance between indoor and outdoor work common in the construction industry.

Curricular Information: The curriculum includes 15 credit hours of required general education and 45 credit hours of career and technical education coursework. Career and technical coursework includes instruction in introduction to civil construction, introductory and advanced computer-aided design, print reading for civil construction, introductory and advanced surveying, civil construction, civil engineering drafting, data collection for geographic information systems/mapping, soils and aggregates, asphalt theory and design, plain cement concrete theory and design, occupational safety and health, and a required work-based learning experience in civil engineering technology. Graduates of the curriculum will be prepared for four (4) credentials through the American Concrete Institute (ACI): Aggregate Testing Level 1, Concrete Field Testing Technician Grade 1, Concrete Strength Testing Technician, and Concrete Laboratory Testing Technician Level 1. Assessment of student learning will be achieved through evaluation of the student's performance in the required internship during the student's final semester.

Accrediting Information: Southwestern Illinois College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

Justification for Credit hours required: NA.

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

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

Table 1: Employer Partners

Employer	Location
Illinois Department of Transportation	Multiple IL locations
Quality Testing & Engineering	O'Fallon, IL
SCI Engineering, Inc.	St. Louis, MO
Kelly Construction	Edwardsville, IL
Keeley & Sons	East St. Louis, IL
Killian Corporation	Mascoutah, IL
DMS Contracting	Mascoutah, IL
Hank's Excavating & Landscaping, Inc.	Belleville, IL
Gonzales Companies, LLC	St. Louis, MO
Thouvenot, Wade & Moerchen	Swansea, IL

Table 2: Projected Enrollments

Civil Eng Tech A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	6	10	15
Part-Time Enrollments:	6	10	15
Completions:	-	-	6

Financial / Budgetary Information: The program will require one (1) new full-time faculty, six (6) new part-time faculty, and one (1) existing part-time faculty the first year. Qualified faculty will hold at least an Bachelors degree in Civil Engineering or closely related field, have at least one (1) year related work experience, and some teaching experience preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$110,000	$0	$0
Administrator Costs	-	-	-

Other Personnel Costs	$25,000	-	-
Equipment Costs	$697,000	$20,000	$20,000
Library/LRC Costs	-	-	-
Facility Costs	$995,000	-	-
Other	-	-	-
TOTAL NEW COSTS	**$1,837,000**	**$20,000**	**$20,000**

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	6	0	0	0	0
Existing Faculty	0	1	1	7	1	7

Wilbur Wright College
Cloud Computing A.A.S. (60 credit hours)
Cloud Computing Advanced Certificate (30 credit hours)

Program Purpose: These programs will prepare students for entry-level employment and advancement opportunities in the information technology field utilizing cloud computing and operations skills.

Catalog Description: Cloud Computing A.A.S. – The Associate of Applied Science degree in Cloud Computing is a comprehensive program designed to equip students with the skills and knowledge necessary to thrive in the dynamic field of cloud computing. Students will gain hands-on experience with the latest technologies and best practices in the industry, preparing them for a variety of roles in the rapidly evolving cloud computing landscape. This degree offers a combination of theoretical understanding and practical experience, covering key areas such as cloud administration, development, security, architecture, and data management. This program also serves as a foundation to further other academic pursuits or for career advancement in the field.

Catalog Description: Cloud Computing Advanced Certificate – The Advanced Certificate in Cloud Computing serves as a gateway to sustainable careers in cloud computing for students new to the field. The program is an introduction to computer technology and is structured to provide students with the skills necessary to confidently excel in the rapidly evolving field of cloud technology. This comprehensive program covers multiple topics including programming fundamentals, basic networking, introduction to cloud services, security essentials, and server management. Students will engage in both theoretical and hands-on learning, preparing them for a variety of roles in the IT industry. The curriculum is organized to provide a deep understanding of cloud computing systems and operations – increasing employability, ensuring graduates are job-ready for positions such as cloud network engineers, cloud service technicians, and more.

Curricular Information: Cloud Computing A.A.S. - The curriculum includes 15 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Career and technical coursework includes instruction in computer science, computer operations, introductory and advanced operating systems, introductory Cloud Computing, cloud architecture, Python programming, IT security, client-server databases, networking, operating systems/Server+, a required work-based learning course in a Cloud Computing environment, and nine (9) credit hours in related technical electives.

Cloud Computing Advanced Certificate – This curriculum includes a 30-credit hour subset of coursework from the A.A.S. degree.

Assessment of student learning in the proposed programs will be achieved through evaluation of the student's performance in the work-based learning course(s) by program faculty and worksite supervisor, and through completion of comprehensive project.

Accrediting Information: Wilbur Wright College is accredited by the Higher Learning Commission. No further specialized program accreditation is required.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: WWC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include the college's *Wright JobHire* and *Caminos al Exito* programs, which provide financial support for those seeking workforce training. The college continues to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The college regularly promotes programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from employers within the local information technology industry.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for related IT occupations is expected to increase between 3-25% statewide through 2030.

Table 1: Employer Partners

Employer	Location
Accenture	Chicago, IL
Microsoft	Chicago, IL
Google	Chicago, IL
SDI Presence	Chicago, IL
Allstate	Northbrook, IL
XChange Chicago	Chicago, IL
P33	Chicago, IL
University of Chicago	Chicago, IL
Northwestern Medicine	Chicago, IL
McDonald's Corporation	Chicago, IL
J.P. Morgan Chase	Chicago, IL
Rush University Medical Center	Chicago, IL
FHL Bank	Chicago, IL
Cognizant	Chicago, IL
Ryan Specialty	Chicago, IL

Table 2: Projected Enrollments

Cloud Computing A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	12	18	28
Part-Time Enrollments:	5	8	14
Completions:	-	8	18
	First Year	**Second Year**	**Third Year**
Cloud Computing Advanced Cert			
Full-Time Enrollments:	8	12	24

Part-Time Enrollments:	5	7	12
Completions:	-	6	14

Financial / Budgetary Information: The programs will require one (1) existing full-time faculty and two (2) existing part-time faculty the first year. Qualified faculty will hold at least a Masters degree in Computer Science, Networking, Cybersecurity or a closely related field, have at least one (1) year work experience with experience in Cloud Computing preferred, and at least two (2) years teaching experience. Resources such as classroom space, equipment, and software will be shared with existing IT-related curricula currently being offered. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$0	$58,000	$0
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (marketing materials)	-	-	-
TOTAL NEW COSTS	**$0**	**$58,000**	**$0**

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	1	0	0	0
Existing Faculty	1	2	1	2	2	2

UNAPPROVED

Agenda
461st Meeting of the
Illinois Community College Board

The Westin Chicago/Lombard
Cypress Room 70 Yorktown Ctr
Lombard, IL

June 7, 2024

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 7, 2024, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum
Chair Lopez called the Board meeting to order at 9:33 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Maureen Banks, Mara Botman, Craig Bradley, George Evans, An-Me Chung, Marlon McClinton, Sylvia Jenkins, Larry Peterson, and Nick Kachiroubas were present. Teresa Garate was not present during the time of roll call. Wes Eggert, Student Board member, was absent. A quorum was declared.

Item #2 - Announcements and Remarks by Dr. Lazaro Lopez, Board Chair
Chair Lopez welcomed everyone to the June 7th Board meeting. Chair Lopez stated it was is a great opportunity for the Board to be in attendance at the IL Community College Trustees convention, with the Trustees and Community College Presidents. Chair Lopez will be attending the Awards banquet to make a few remarks. As a K12 representative, Chair Lopez plans on giving his unique perspective on his vision on dual credit.

Another General Assembly session has concluded, where there were countless bills, negotiations, considerations, and discussions about items affecting community colleges. On behalf of the ICCB, Chair Lopez thanked Governor Pritzker and the General Assembly for continuing to prioritize education in the state. ICCb staff will be giving a brief presentation on the final budget.

There are a lot of important items on the agenda as well as Executive Session, which the Board will go into at the end of the Board meeting to discuss the Executive Director's evaluation. Brian Durham will provide his annual update on the Board Goals and the Board will also be appointing a vice chair for the Board during this meeting.

Item #5 - Acknowledgments

> **Item #5.1 - Maureen Broderick, President, Illinois Community College Trustees Association**
> Dr. Lopez noted that Maureen Broderick was not present at this time. She is the outgoing President of the Illinois Community College Trustees Association, and Dr. Lopez expressed appreciation for her efforts this past year.

Item #5.2 - Dr. David Sam, President, Illinois Council of Community College Presidents

Dr. Lopez presented Dr. David Sam, outgoing President, Illinois Council of Community College Presidents, with a certificate of recognition for his service to the Board and system and expressed appreciation for his efforts this past year.

Item #5.3 - Mr. Dan Deasy, Chair, Adult Education and Family Literacy Council

Dr. Lopez presented Mr. Dan Deasy, outgoing President, Adult Education and Family Literacy Council, with a certificate of recognition for his service to the Board and system and expressed appreciation for his efforts this past year.

Item #3 - Board Member Comments

There were no Board comments

Item #4 – Executive Director Report

Executive Director Brian Durham did not give any comments due to his lengthy report on the Board Goals.

Item #4.1 - Illinois Community College Board Goals Annual Update

Executive Director Brian Durham gave an update and review of the progress on all the ICCB Board goals. This update occurs annually during the June Board meeting. A brief presentation was provided to the Board along with a handout highlighting the most recent progress toward the achievement of these goals. A more in-depth written report was also included in the Board materials. The document provides supplementary information and additional details around key aspects of the goals. The goals also overlap significantly, as each specific program has implications for all three Board goals. In addition, the agency performs several core functions that were also briefly described prior to the specific discussion on each goal.

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Board member Teresa Garate arrived at the meeting at 9:40 a.m.

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Item #2.1 - Nomination of the Illinois Community College Board Vice Chair

Larry Peterson nominated Teresa Garate for the position of Vice Chair of the Illinois Community College Board, which was seconded by Sylvia Jenkins. Seeing as there were no other nominations, Chair Lopez closed the floor for nominations.

The motion to nominate and elect Teresa Garate for the position of Vice Chair of the Illinois Community College Board was approved via voice vote with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
An-Me Chung	Yea	Lazaro Lopez	Yea

The motion was approved.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Council of Community College Presidents

Dr. David Sam stated that during their last meeting the Trustees had a list of topics for discussion such as, dual credit, undocumented students, business enterprise program, and common course numbering. Their next meeting is today, which the new president will take over. The new President is Keith Cornille. On a personal note, Dr. Sam announced he will be retiring as President of Elgin Community College on July 3, 2024.

Item #6.2 - Adult Education and Family Literacy Council

Mr. Dan Deasy stated at their last meeting, the council was presented with all of final recommendations from each subcommittee. The Council took the time during the meeting to discuss each recommendation.

Item #6.2 – Illinois Community College Trustees Association

Mr. Jim Reed stated that today and tomorrow the ICCTA is holding their annual convention so this was a quick update. During their last meeting he provided updates. The group heard updates from each committee, Nominating Committee, Finance Committee, Diversity Committee, Government Relations and Public Policy Committee, Executive Committee, and Awards Committee. During the roundtable, the Trustees had a list of topics for discussion such as, business enterprise program, NSF funding at the Federal level, and baccalaureate degree. During the convention, the group will hold an executive committee meeting, a seminar, and during the Board meeting Saturday, there will be a transitioning of officers. There will also be an awards banquet where Dr. Laz Lopez will be speaking.

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At this time, the Board took a break at 10:43 a.m. and returned at 10:53 a.m.

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Item #7 - Committee Reports

Item #7.1 - Academic, Workforce, and Student Support

The committee met on the morning of June 7th at 8:00a with Marlon McClinton, Maureen Banks, Craig Bradley and Nick Kachiroubas in attendance. The committee discussed the following: High School Equivalency Rules: Preparing rules for board approval in September; Workforce Education – Adult Education Update: Collaborating on digital literacy - $20 million from US Dept of education, $35.5 million from state of Il Scholars, $2 million from State expanding distance education, $750,000 expansion of English language acquisition programs-74 providers across 600 locations, Served 59,100 students; Significant accountability measures regarding these dollars due to many individuals served are not in the workforce, which exceeded performance targets; Rev Up EVs Initiative: $9.4 million in grants to community colleges on EV technology programs, engaging 347 employers and have 1997 students enrolled; Academic Affairs – Student Services Dashboard Survey: Spring, financial literacy FASFA Application launched; New Units; Workforce Equity Initiative NOFO - due, June 18th, Provides opportunity to obtain a college degree in a high wage, high demand area, complete in less than one year, and 60% of individuals must be African American, fifth year of the grant.

Item #7.2 - Finance, Budgeting, Accountability and External Affairs

The committee met on the morning of June 7th at 8:00a with Larry Peterson, Sylvia Jenkins, and An-Me Chung in attendance. The following items were discussed: Marketing & Communications Update; the ICCB has a tent at the IL State fair; Adequacy and Equity in Community College Funding Work Group; ICCB 2023 Dual Credit Report; Authorization to Enter into Contracts and Transfer Funds Among Lines, which is on the agenda for approval; Spring 2024 Legislative Update; and FY 24 Budget Update.

Item #7.2a - Legislative and Fiscal Year 2025 Budget

Jennifer Franklin, Deputy Director for Finance and Operations, provided a presentation during the board meeting that highlighted the fiscal year 2025 budget for higher education.

Matt Berry provided an oral presentation on significant higher education legislation adopted during the Spring 2024 session

Item #8 - Adequacy and Equity in Community College Funding Working Group
Nick Kachiroubas made a motion, which was seconded by Craig Bradley, to approve the following motion:

> The Illinois Community College Board hereby directs the Executive Director to form an Adequacy and Equity in Funding Working Group, and to convene this working group in an effort to complete its charge based upon the terms herein. The Board further charges the Executive Director to see that the work is completed and presented to the Board no later than March 31, 2025.

The motion was approved via unanimous voice vote.

Item #9 - New Units
Teresa Garate made a motion, which was seconded by George Evans, to approve the following motion:

Item #9.1 - Danville Area Community College, Elgin Community College, Harper College, College of Lake County, Lake Land College, Lewis and Clark Community College, Prairie State College
The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL
Danville Area Community College
➢ Speech-Language Pathology Assistant A.A.S. degree (63 credit hours)

Elgin Community College
➢ Magnetic Resonance Imaging A.A.S. degree (66 credit hours)

Harper College
➢ Aviation Maintenance Tech A.A.S. degree (72 credit hours)
➢ Airframe & Powerplant Technician Certificate (51 credit hours)
➢ Airframe Technician Certificate (36 credit hours)
➢ Powerplant Technician Certificate (36 credit hours)
➢ Aviation Management A.A.S. degree (60 credit hours)

College of Lake County
➢ Hospitality Management A.A.S. degree (62 credit hours)

Lake Land College
➢ Automotive Technician II Certificate (30 credit hours)
➢ Surgical Technology A.A.S. degree (60 credit hours)

Lewis & Clark Community College
➢ Human Services A.A.S. degree (60 credit hours)
➢ Human Services Generalist Certificate (33 credit hours)

Prairie State College
➢ Paramedicine A.A.S. degree (60 credit hours)
➢ Paramedicine Certificate (31 credit hours)

The motion was approved via unanimous voice vote.

Item #10 - Adoption of Minutes
Craig Bradley made a motion, which was seconded by Teresa Garate, to approve the following motion:

Item #10.1 - Minutes of the March 22, 2024 Board Meeting
The Illinois Community College Board hereby approves the Board minutes of the March 22, 2024, meeting as recorded.

Item #10.2 - Minutes of the March 22, 2024 Executive Session
The Illinois Community College Board hereby approves the Executive Session minutes of the March 22, 2024 meeting as recorded.

The motion was approved via unanimous voice vote. Nick Kachiroubas abstained.

Item #11 - Consent Agenda
Craig Bradley made a motion, which was seconded by Teresa Garate, to remove item #11.1- Calendar Year 2025 Board Meeting Dates and Locations, and approve the following items:

Item #11.2 - 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 2025.

Item #11.3 - Authorization to Transfer Funds Among Line Items
The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2025 appropriated operating line items, as needed.

Item #11.4 - Authorization to Enter into Contracts for Office Operations
The Illinois Community College Board approves the following Fiscal Year 2025 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	$618,586	7/01/24 – 6/30/25	Rental of Office Space (+4th Flr)
GED/GRF	Turn-Key Solutions International, Inc.	$239,767	7/01/24 – 6/30/25	*Sole Source Provider:* High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	$26,640	7/01/24 – 6/30/25	*Sole Source Provider*: Data submission to feds
GRF/Allocated	Sorling Northrup	$30,000	7/01/24 – 6/30/25	*Sole Source Provider:* ICCB Legal Services
339-Contracts & Grants	Mursion	$35,000	1/10/25 – 1/10/26	*Sole Source Provider:* Access to Mursion Software: immersive virtual reality training
EDP	Executive Information Systems	$23,872	7/01/24 – 6/30/25	*Master Contract:* SAS Server License
ILDS/SCTE/Fed Trust	TBD	$60,000	7/01/24 – 6/30/25	Communications Consultant
GRF	Crowe LLP	$40,000	DOE – 12/31/24	*Master Contract:* FY24 GAAP Package Preparation
GED/GRF	GED Testing Services, LLC.	$400,000	7/01/24 – 6/30/25	*Sole Source Provider:* ILSAVE Discount Program for GED Testing

*Amounts are estimated based on the Fiscal Year 2024 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.

<u>Item #11.5 - Appointment of New Member to Illinois Community College Board</u>
The Illinois Community College Board hereby authorizes the Executive Director to make the below appointment due to a vacancy on the MIS/Research and Illinois Longitudinal Data System Advisory Committee.

Brittany Jackson Kairis, Associate Vice Chancellor, Decision Support, City Colleges of Chicago (2024)

The motion was approved via unanimous voice vote.

<u>Item #11 - Consent Agenda</u>
Marlon McClinton made a motion, which was seconded by Craig Bradley, to approve the following corrected item:

<u>Item #11.1 - Calendar Year 2025 Board Meeting Dates and Locations</u>
The Illinois Community College Board hereby approves the Calendar Year 2025 Board Meeting Dates and Locations listed below, including the change in september:

Calendar Year 2025 Board Meeting Dates and Locations

January 31
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

March 21
9:30 a.m. – Carl Sandburg College, Galesburg

June 6
9:30 a.m. – Marriott Convention Center - Bloomington/Normal – ICCTA Convention

July
Subject to Call

August
Board Retreat – TBD

~~September 27~~ September 26
~~9:30 a.m. – Lewis and Clark Community College, Godfrey~~
9:30 a.m. – Kaskaskia College, Centralia

December 5
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

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

The motion was approved via unanimous voice vote.

<u>Item #12 - Information Items</u>
There was no discussion.

<u>Item #12.1 - Fiscal Year 2024 Financial Statements</u>

<u>Item #12.2 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director</u>

<u>Item #12.3 - ICCB 2023 Dual Credit Report</u>

<u>Item #12.4 - Spring 2024 Legislative Report</u>

Item #12.5 - Early Childhood Access Consortium for Equity Report

Item #12.6 - SFY2024 Adult Education and Literacy Advisory Council Recommendations Report

Item #12.7 - Perkins V State Plan 2025-2028 and Proposed SDLPS

Item #13 - Other Business
There was no other business.

Item #14 - Public Comment
There was no public comment.

Item #15 - Executive Session
Nick Kachiroubas made a motion, which was seconded by Maureen Banks, to approve the following motion:

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

A voice vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
An-Me Chung	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved. The Board entered executive session at 11:35 a.m.

* * * * * * * * *

Mara Botman made a motion, which was seconded by Maureen Banks, to reconvene Public Session at 11:46 a.m.

A voice vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
An-Me Chung	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved.

Item #16 - Executive Session Recommendations

Item #16.1 - Employment/Appointment Matters
Teresa Garate made a motion, which was seconded by Larry Peterson, to approve the following item:

The Illinois Community College Board authorizes the Executive Director to implement a cost-of-living adjustment of 4.6% to all staff and adjust ranges as necessary, pending budget authority on July 1 for FY 2025.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Craig Bradley	Yea	Nick Kachiroubas	Yea
An-Me Chung	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved.

Item #17 - Adjournment
Craig Bradley made a motion, which was seconded by Marlon McClinton, to adjourn the Board meeting at 11:47 a.m.

The motion was approved via unanimous voice vote.

UNAPPROVED

Retreat of the
Illinois Community College Board

Heartland Community College
1500 West Raab Road
Community Commons Building (CCB)
Room 1406/07
Normal, IL

August 29, 2024

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the August 29, 2024, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum
Chair Lopez called the Retreat to order at 10:00 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Craig Bradley, An-Me Chung, Marlon McClinton, Sylvia Jenkins, Larry Peterson, Maureen Banks, George Evans, and Aubrey Hebenstreit, student board member, were present. Mara Botman cannot attend due to illness and will participate virtually after being voted into the meeting. Teresa Garate was absent. A quorum was declared.

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Chair Lopez stated that Board member Mara Botman is unable to attend today's meeting due to illness. According to Section 7 of the Open Meetings Act, Mara Botman may participate in today's meeting virtually and the Board needs a motion to allow her to attend.

Craig Bradley made a motion, which was seconded by George Evans, to allow Board member Mara Botman to participate in today's Board meeting virtually.

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

Mara Botman stated, for the record, she is at her home in Chicago due to illness and unable to attend the Board meeting in person.

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Maureen Banks arrived at 10:03 AM

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Item #2 - Announcements and Remarks by Dr. Lazaro Lopez, Board Chair
Chair Lopez welcomed everyone to the annual Board Retreat. He went on to thank Heartland Community College for allowing the Board to host the retreat on their campus.

This is not a typical Board meeting. There are no action items, other than to adjourn. The retreat is held to discuss some important areas and to consider the Board's priorities and direction. The Chair continued by quickly going through what items the Board will discuss throughout the day.

He concluded his comments by highlighting the National Adult Education and Family Literacy Week that will take place the week of September 15th. The hard work and dedication of adult educators across the system is appreciated and should be acknowledged. Adult Ed week is used to raise awareness of the vital services provided by adult education programs across the country, which empower millions of adults to achieve better job opportunities, complete their high school equivalency, and pursue higher education. The event also celebrates the partnerships between educators, organizations, and policymakers that work to address the educational needs of adults, while advocating for more resources and support to ensure equitable access to lifelong learning opportunities.

Item #3 - Overview of the Adequacy and Equity in Community Colleges Funding Working Group
At the June 7th, 2024, ICCB Board meeting, the Board directed the Executive Director to convene a working group of key community college stakeholders representing the ethnic, racial, and geographic diversity of the community college system. Since then, the Working Group has solidified its membership, convened once at the ICCB offices in Springfield, and has scheduled future meetings. As a part of the Retreat, the Board heard a brief update from Brian Durham, Working Group Co-Chair, and Board Member George Evans, Working Group Co-Chair, on this first convening and discussed the general direction of the work.

Item #3.1 - Presentation on the Illinois Community College Funding White Paper: Trends in Funding Principles, Mechanisms, and Measures
In anticipation of the convening of the Adequacy and Equity in Community College Funding Working Group, the agency commissioned the development of a white paper to review previous efforts aimed at reviewing and / or modifying the community college funding structure and methods. Dr. Carrie Henderson and Katie Grissom of TSG Advisors, who led the drafting of the paper, provided a presentation on the document.

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An-Me Chung arrived at 10:22 AM

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Item #3.2 - A Short Refresher on the Community College Funding Formula
Jennifer Franklin, Deputy Director for Finance and Administration, provided a brief presentation and overview of the community college funding formulas.

Item #3.3 - A Discussion about specific areas of consideration by the Adequacy and Equity Working Group
There was no discussion regarding this topic. Executive Director Brian Durham provided each Board member with a document to fill out that will list their suggestions.

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At this time, the Board took a break at 11:46 am and returned at 12:00 pm.

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Item #4 - From Collection to Dissemination: Understanding ICCB's Data and Reports
ICCB is the State Education Authority responsible for collecting and maintaining Illinois community college enrollment, completion, student characteristics, and related information. The standardized processes to collect and maintain data from the community colleges within the robust ICCB Centralized Data System was highlighted during the meeting. The protocols and dissemination of data for accountability reporting in statute was discussed, as well as, how it is utilized for reports and other high-impact data initiatives.

Item #5 - Emerging Issues across Illinois' Colleges: A Panel Discussion
Deputy Executive Director Jennifer Foster facilitated a panel discussion of community college presidents who considered the challenges and opportunities facing their institutions today and what they are doing to address these areas. Participating presidents included Dr. Tracy Morris of Illinois Valley Community

College, Dr. Jeremy Thomas of Black Hawk College, and Dr. Brian Knetl, of Waubonsee Community College. Some of the topics discussed were:

- ➢ Funding and Resources: What are the biggest financial challenges your institution is currently facing, and how are you addressing them?
- ➢ Mental Health and Student Support: What are the most pressing mental health issues among your student population, and how are you addressing them with the resources available?
- ➢ Student Enrollment and Retention: How has student enrollment been affected by recent trends, and what strategies are you implementing to improve student retention?
- ➢ Community Engagement: What role does your community college play in the local community, and what challenges do you encounter in maintaining strong community partnerships?
- ➢ Equity and Inclusion: What initiatives have you undertaken to promote equity and inclusion on your campus, and what challenges have you encountered in this area?
- ➢ Technology and Online Learning: How has the shift towards online and hybrid learning impacted your institution, and what are the main challenges you face in delivering quality education through these modalities? Cell phone usage/ban?
- ➢ What would be one thing you would like the Board to address?

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At this time, the Board took a break at 1:26 pm and returned at 1:36 pm.

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Item #6 - FY2025 Legislative Agenda
Staff member Matt Berry provided an overview and discussion of proposed legislative agenda items for the Boards consideration. The Board discussed these items in length. They will vote on the items at the December 2024 or January 2025 Board meeting.

Item #7 - Revisiting the Board Goals, Board Work Streams, and Committee Structure for FY25
Every year the Board reviews its stated goals and considers what, if any changes are necessary. This typically occurs as a part of the Board Retreat and is voted on in the next regular Board Session. In addition, the Board considers its areas of interest and themes for the fiscal year, and any proposed revisions to committee structure and membership. For this meeting, Chair Lopez led a discussion on these areas and what changes or updates might be necessary. As a reminder, the ICCB goal statement is:

The Board hereby supports and affirms the mission of the state's community college system in providing all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness. The Board is committed to working with community colleges to ensure racial and ethnic diversity on our campuses and to promote inclusive learning environments. The system's commitment to diversity, equity, and inclusion is essential to students' personal and professional growth and success academically, social-emotionally, and in the workforce. To meet this responsibility, the Board has committed to the following three goals:

GOAL 1: To support all students with a focus on minority, first-generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that close equity gaps resulting in system-wide improvement of equity metrics across enrollment, retention, advancement, and completion.

GOAL 2: To support a seamless transition for students into and through postsecondary education and the workforce by fostering the development of robust career pathways aligned to the needs of business and industry, strong engagement at all levels of the community college system, and with a focus on meeting students where they begin their educational journey, resulting in equitable access and outcomes for all students.

GOAL 3: To contribute to economic and workforce development by supporting the Illinois community college system's effort to provide high-quality, dynamic workforce training

opportunities that build essential skills for high-value work through apprenticeships, work-based learning opportunities, and competency-based instructional models that result in equitable economic mobility through increased credential attainment.

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.

The Board will reaffirm these goals during the September Board meeting.

The Board briefly listed a few topics they would like to discuss during the upcoming regularly scheduled board meetings:

➢ Student completion and retention
➢ Long term investment funding for the colleges
➢ Student basic needs
➢ How does IL compare to what other states are doing
➢ Better understand how AI is used

The Chair asked if the committee structures and meeting times were working. Everyone agreed it was working well.

Item #8 – Adjournment
George Evans made a motion, which was seconded by Maureen Banks, to adjourn the Board Retreat at 2:43 p.m.

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

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 2024 and/or received an equalization grant in fiscal year 2025; and

2. Had combined educational and operations and maintenance purposes tax rates less than 28.79 cents per $100 of equalized assessed valuation.

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.

	Authorized Operating Tax Rates*	Actual Operating Tax Rates*	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	18.23¢	9.79¢	$4,639,475
Carl Sandburg	22.00¢	21.23¢	6.79¢	$1,558,687
Heartland	22.50¢	22.50¢	6.29¢	$3,271,094
Illinois Central	25.00¢	24.95¢	3.79¢	$2,953,072
Illinois Eastern	25.00¢	24.11¢	3.79¢	$744,543
Illinois Valley	17.00¢	16.93¢	11.79¢	$4,704,926
John Wood	22.50¢	22.50¢	6.29¢	$1,338,811
Kankakee	18.00¢	18.00¢	10.79¢	$3,206,199
Kaskaskia	25.00¢	24.21¢	3.79¢	$796,527
Lake Land	18.00¢	18.00¢	10.79¢	$4,098,433
Lewis & Clark	25.00¢	25.00¢	3.79¢	$1,961,923
Rend Lake	25.00¢	24.46¢	3.79¢	$509,778
Rock Valley	27.00¢	26.70¢	1.79¢	$565,714
Sauk Valley	27.50¢	27.50¢	1.29¢	$282,441
Southwestern	16.00¢	14.80¢	12.79¢	$10,857,513

*Combined Education & O&M Tax Rates

*Combined Ed and O&M
Maximum Tax Rates

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS

ICCB policy requires contracts over $20,000 to be approved by the Board. Contracts under $20,000 require the Executive Director to notify the Board Chair before execution, and those under $5,000 require no Board approval or notification. At the beginning of the fiscal year, all known contracts were presented to the Board for approval based on estimated costs. The following contract was recommended for Board approval on the June 7, 2024 agenda, but final executed cost exceeded ten percent of the estimate.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2025 contractual agreements:

Funding Source	Contractor	Original Estimate	Actual Cost	Contract Period	Description

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
July 1, 2023 - August 31, 2024

	FY 2024 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	$ 135,374,800	$ 132,125,237	97.6%
ADULT EDUCATION	35,582,100	35,561,734	99.9%
GED TESTING PROGRAM	1,148,000	1,143,779	99.6%
CAREER & TECH EDUCATION	18,972,900	18,684,359	98.5%
OFFICE ADMINISTRATION	3,071,900	2,792,908	90.9%
TOTAL	**$ 194,149,700**	**$ 190,308,017**	**98.0%**
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	$ 176,590,400	$ 176,590,400	100.0%
TOTAL	**$ 176,590,400**	**$ 176,590,400**	**100.0%**
SPECIAL STATE FUNDS *			
CONTRACTS AND GRANTS FUND	$ 87,000,000	$ 24,363,124	28.0%
GED TESTING FUND	100,000	91,409	91.4%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	105,570,000	100.0%
TOTAL	**$ 192,770,000**	**$ 130,024,533**	**67.5%**
FEDERAL FUNDS*			
FEDERAL ADULT EDUCATION FUND	$ 28,179,800	$ 27,440,115	97.4%
FEDERAL CAREER & TECH ED FUND	22,968,794	19,875,927	86.5%
FEDERAL CURES FUND	7,653,910	5,829,514	76.2%
ICCB FEDERAL TRUST FUND	525,000	402,067	76.6%
TOTAL	**$ 59,327,504**	**$ 53,547,623**	**90.3%**
GRAND TOTAL, ALL FUNDS	**$ 622,837,604**	**$ 550,470,573**	**88.4%**

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2023 - August 31, 2024

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended

GENERAL REVENUE FUND

GRANTS TO COLLEGES AND PROVIDERS

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
City Colleges of Chicago	$ 14,903,700	$ 14,903,700	100.0%
PATH Grants	25,000,000	23,874,298	95.5%
Bridge and Transition	9,224,336	9,194,400	99.7%
Workforce Equity Initiative	19,570,064	19,546,854	99.9%
East St. Louis Educational Center	1,457,900	842,298	57.8%
Illinois Veterans Grant	4,264,400	3,332,570	78.1%
ILDS	650,000	483,996	74.5%
Small College	548,400	548,396	100.0%
Performance Grants	359,000	358,970	100.0%
P-20 Council Support	150,000	111,226	74.2%
Lincoln's Challenge Program	60,200	5,000	8.3%
Alternative Schools Student Re-enrollment	4,000,000	4,000,000	100.0%
Transitional Math and English Development (TIME and DEV)	1,000,000	968,518	96.9%
SWIC Lindenwood Center	5,900,000	5,900,000	100.0%
Advanced Manufacturing & Electric Vehicles	10,000,000	9,974,548	99.7%
Rock Valley College - CTE Enrichment Program	500,000	500,000	100.0%
Rock Valley College - CTE Hospitality Program	500,000	500,000	100.0%
Mental Health Early Action on Campus Grant	9,218,800	9,218,800	100.0%
CTE Chicago	5,000,000	5,000,000	100.0%
Illinois Central College - CTE Enrichment Program	5,000,000	5,000,000	100.0%
Trade Schools	5,000,000	5,000,000	100.0%
Data Center Curriculum	1,000,000	895,000	89.5%
Digital Instruction for Adult Education	2,000,000	2,000,000	100.0%
Noncredit Workforce Program	5,150,000	5,048,663	98.0%
Dual Credit Grants	3,150,000	3,150,000	100.0%
Joliet Junior 12x12x12 Program	150,000	150,000	100.0%
City of Rockford Build Your Own Police Program	100,000	100,000	100.0%
English Language Services	750,000	750,000	100.0%
Innovative Recruitment & Training Program	768,000	768,000	100.0%
TOTAL	**$ 135,374,800**	**$ 132,125,237**	**97.6%**

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
OFFICE ADMINISTRATION	$ 3,071,900	$ 2,792,908	90.9%
TOTAL	**$ 3,071,900**	**$ 2,792,908**	**90.9%**

ADULT EDUCATION			
Adult Education Basic Grants	$ 23,483,600	$ 23,483,600	100.0%
Adult Education Basic Admin	300,000	279,634	93.2%
Adult Education Performance Grants	11,798,500	11,798,500	100.0%
TOTAL	**$ 35,582,100**	**$ 35,561,734**	**99.94%**

GED TESTING PROGRAM	$ 1,148,000	$ 1,143,779	99.6%
TOTAL	**$ 1,148,000**	**$ 1,143,779**	**99.6%**

CAREER & TECHNICAL EDUCATION			
CTE LPN RN	$ 500,000	$ 500,000	100.0%

CTE Administration	425,000	344,945	81.2%
CTE Formula	16,453,500	16,453,500	100.0%
CTE Early School Leavers Grants	615,000	459,035	74.6%
CTE Early School Leavers Administration	84,950	32,428	38.2%
CTE Corrections	894,450	894,450	100.0%
TOTAL	**$ 18,972,900**	**$ 18,684,359**	**98.5%**

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

Base Operating	$ 96,592,800	$ 96,592,800	100.0%
Equalization	79,997,600	79,997,600	100.0%
TOTAL	**$ 176,590,400**	**$ 176,590,400**	**100.0%**

GRAND TOTAL	**$ 370,740,100**	**$ 366,898,417**	**99.0%**

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2023 - August 31, 2024

FEDERAL FUNDS*	FY 2024 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 17,681,780	$ 3,731,960	$ 20,984,301	98.0%
Federal Basic Leadership	2,364,058	(600,000)	1,748,305	99.1%
EL Civics Grants	3,001,235	888,144	3,649,255	93.8%
	$ 23,047,073	$4,020,104.00	$ 26,381,862	97.5%
ADMINISTRATION				
Federal Basic	$ 1,071,623	$ (450,000)	$ 594,989	95.7%
EL Civics	157,960	18,040	169,803	96.5%
Leadership	315,000	-	293,461	93.2%
	$ 1,544,583	$ (431,960)	$ 1,058,253	95.1%
TOTAL	$ 24,591,656	$ 3,588,144	$ 27,440,115	**97.4%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 17,132,623	$ 1,439,577	$ 17,939,005	96.6%
Perkins Leadership	1,612,482	1,276,771	1,494,030	51.7%
Perkins Corrections	403,120	96,421	-	0.0%
Reserve	-		-	0.0%
	$ 19,148,225	$ 2,812,769	$ 19,433,035	88.5%
ADMINISTRATION				
CTE Federal	$ 1,007,800		$ 442,892	43.9%
TOTAL	$ 20,156,025	$ 2,812,769	$ 19,875,927	**86.5%**
ILLINOIS CURES FUND				
College Bridge Program	$ 7,653,910	$ -	$ 5,829,514	76.2%
TOTAL	$ 7,653,910	$ -	$ 5,829,514	**76.2%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 525,000	$ -	$ 402,067	76.6%
TOTAL	$ 525,000	$ -	$ 402,067	**76.6%**
GRAND TOTAL, FEDERAL FUNDS	$ 52,926,591	$ 6,400,913	$ 53,547,623	**90.3%**

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT

Special State Funds
July 1, 2023 - August 31, 2024

SPECIAL STATE FUNDS*

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		$ 426,349	
ILCCO		$ 80,755	
CHSA Grant		-	
DHS Homelessness Prevention Grant		250,000	
Lumina Grant		271,000	
Tutoring Initiative		2,106,244	
ADMINISTRATION			
Apprenticeship		42,956	
Tutoring Initiative		14,590	
ILCCO		549	
	$ 10,000,000	$ 3,192,443	31.9%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	$ 27,000,000	$ 1,240,580	4.6%
Early Childhood	50,000,000	19,930,101	39.9%
	$ 77,000,000	$ 21,170,681	27.5%
TOTAL	**$ 87,000,000**	**$ 24,363,124**	**28.0%**
GED TESTING FUND*	**$ 100,000**	**$ 91,409**	**91.4%**
ICCB RESEARCH & TECHNOLOGY FUND*	**$ 100,000**	**$ -**	**0.0%**
PERSONAL PROPERTY REPLACEMENT TAX FUND	**$ 105,570,000**	**$ 105,570,000**	**100.0%**
GRAND TOTAL, SPECIAL FUNDS	**$ 192,770,000**	**$ 130,024,533**	**67.5%**

Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT
July 1, 2024 – August 31, 2024

		FY 2025 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 108,326,460	$ 9,547,289	8.8%
ADULT EDUCATION		35,582,100	4,583	0.0%
GED TESTING PROGRAM		1,348,420	294,981	21.9%
CAREER & TECH EDUCATION		18,863,621	8,657,651	45.9%
OFFICE ADMINISTRATION		3,175,510	438,284	13.8%
	TOTAL	**$ 167,296,111**	**$ 18,942,788**	**11.3%**
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 182,233,610	$ 26,179,101	14.4%
	TOTAL	**$ 182,233,610**	**$ 26,179,101**	**14.4%**
SPECIAL STATE FUNDS *				
GED TESTING FUND		100,000	1,258	1.3%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	26,064,963	24.7%
	TOTAL	**$ 105,770,000**	**$ 26,066,221**	**24.6%**
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		$ 24,015,649	$ 111,467	0.5%
FEDERAL CAREER & TECH ED FUND		24,200,754	-	0.0%
ICCB FEDERAL TRUST FUND		625,000	28,817	4.6%
	TOTAL	**$ 48,841,403**	**$ 140,285**	**0.3%**
GRAND TOTAL, ALL FUNDS		**$ 504,141,124**	**$ 71,328,396**	**14.1%**

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2024 – August 31, 2024

	FY 2025 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	$ 15,201,800	$ 3,800,450	25.0%
PATH Grants	$ 15,000,000	$ 3,749,988	25.0%
Bridge and Transition	9,224,336	-	0.0%
Workforce Equity Initiative	19,570,064	-	0.0%
East St. Louis Educational Center	1,447,900	22,675	1.6%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	650,360	73,218	11.3%
Small College	548,400	548,396	100.0%
Performance Grants	359,000	-	0.0%
Lincoln's Challenge Program	60,200	1,000	1.7%
Alternative Schools Student Re-enrollment	4,000,000	-	0.0%
Transitional Math and English Development (TIME and DEV)	1,000,000	-	0.0%
SWIC Lindenwood Center	5,900,000	-	0.0%
Advanced Manufacturing & Electric Vehicles	9,000,000	1,330,092	14.8%
Mental Health Early Action on Campus Grant	6,000,000	-	0.0%
Trade Schools	5,000,000	-	0.0%
Digital Instruction for Adult Education	2,000,000	-	0.0%
Noncredit Workforce Program	5,175,000	11,424	0.2%
Dual Credit Grants	3,175,000	10,045	0.3%
English Language Services	750,000	-	0.0%
TOTAL	**$ 108,326,460**	**$ 9,547,289**	**8.8%**
OFFICE ADMINISTRATION	$ 3,175,510	$ 438,284	13.8%
TOTAL	**$ 3,175,510**	**$ 438,284**	**13.8%**
ADULT EDUCATION			
Adult Education Basic Grants	$ 23,483,600	$ -	0.0%
Adult Education Basic Admin	300,000	4,583	1.5%
Adult Education Performance Grants	11,798,500	-	0.0%
TOTAL	**$ 35,582,100**	**$ 4,583**	**0.01%**
GED TESTING PROGRAM	$ 1,348,420	$ 294,981	21.9%
TOTAL	**$ 1,348,420**	**$ 294,981**	**21.9%**
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	$ 500,000	$ -	0.0%
CTE Administration	535,171	61,912	11.6%
CTE Formula	16,753,500	8,376,750	50.0%
CTE Early School Leavers Grants	190,000	190,000	100.0%
CTE Early School Leavers Administration	84,950	28,989	34.1%
CTE Corrections	800,000	-	0.0%
TOTAL	**$ 18,863,621**	**$ 8,657,651**	**45.9%**

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

Base Operating	$ 100,636,010	$ 12,579,501	12.5%
Equalization	81,597,600	13,599,600	16.7%
TOTAL	**$ 182,233,610**	**$ 26,179,101**	**14.4%**

GRAND TOTAL	**$ 349,529,721**	**$ 45,121,890**	**12.9%**

Illinois Community College Board
FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2024 – August 31, 2024

FEDERAL FUNDS*

	FY 2025 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 17,685,580			0.0%
Federal Basic Leadership	1,490,000			0.0%
EL Civics Grants	2,951,769			0.0%
	$ 22,127,349	$0.00	$ -	0.0%
ADMINISTRATION				
Federal Basic	$ 1,442,040		$ 26,640	1.8%
EL Civics	157,960		-	0.0%
Leadership	288,300		84,827	29.4%
	$ 1,888,300	$ -	$ 111,467	5.9%
TOTAL	**$ 24,015,649**	**$ -**	**$ 111,467**	**0.5%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 18,362,038	$ 1,439,577		0.0%
Perkins Leadership	1,602,639	1,276,771		0.0%
Perkins Corrections	406,660	96,421		0.0%
Reserve	-			0.0%
	$ 20,371,337	$ 2,812,769	$ -	0.0%
ADMINISTRATION				
CTE Federal	$ 1,016,648			0.0%
TOTAL	**$ 21,387,985**	**$ 2,812,769**	**$ -**	**0.0%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 625,000	$ -	$ 28,817	4.6%
TOTAL	**$ 625,000**	**$ -**	**$ 28,817**	**4.6%**
GRAND TOTAL, FEDERAL FUNDS	**$ 46,028,634**	**$ 2,812,769**	**$ 140,285**	**0.3%**

Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT

Special State Funds
July 1, 2024 – August 31, 2024

SPECIAL STATE FUNDS*

	FY 2025 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
ILCCO	$ -	$ -	
Lumina Grant		12,141	
Department of Energy IAC Grant			
ISAC FAFSA Grant		185,000	
Tutoring Initiative			
ADMINISTRATION			
Tutoring Initiative			
ILCCO			
Department of Energy IAC Admin			
	$ 10,000,000	$ 197,141	2.0%
GED TESTING FUND*	$ 100,000	$ 1,258	1.3%
ICCB RESEARCH & TECHNOLOGY FUND*	$ 100,000	$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	$ 105,570,000	$ 26,064,963	24.7%
GRAND TOTAL, SPECIAL FUNDS	$ 105,770,000	$ 26,066,221	24.6%

* Expenditures from these funds cannot exceed receipts.

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
College of DuPage
➢ Media Literacy, Journalism and Production Certificate (21 credit hours)

Kankakee Community College
➢ Mental Health Technician Certificate (19 credit hours)

Kaskaskia College
➢ Precision Agriculture Certificate (25 credit hours)

Moraine Valley Community College
➢ Data Analytics Certificate (18 credit hours)

Southeastern Illinois College
➢ Industrial Arts Certificate (18 credit hours)

Waubonsee Community College
➢ Digital Marketing Certificate (18 credit hours)

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 Review of Executive Session Minutes** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

    RECOMMENDED ACTION:

    The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022; March 24, 2023; June 2, 2023; February 2, 2024; and March 22, 2024 are to remain confidential. All other Executive Session Minutes are available for public inspection.