

Agenda
464th Meeting of the
Illinois Community College Board

Illinois Central College
Room 212C
1 College Dr
East Peoria, IL

January 31, 2025

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| 15.1 Employment/Appointment Matters | — |
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Illinois Community College Board

**RECOGNITION OF JOHN WOOD COMMUNITY COLLEGE FOR TOP SPOT IN FEED THE
NEED FOOD DRIVE**

Illinois Community Colleges are helping address food insecurity on campuses across the state through inaugural Feed the Need, Food Drive, an initiative aimed at combating food insecurity on college campuses. Collectively, participating colleges collected **more than 91,000** individual non-perishable food items for local campus and community food banks.

John Wood Community College took home the top spot in the inaugural Feed the Need Food Drive, collecting the most items and will receive a commemorative plaque during the board meeting.

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD MID-YEAR BOARD GOALS UPDATE

In January of each year, the Executive Director provides a mid-year Board Goals Update. Subsequently, the report summarizes a few of the agency's core responsibilities and related tasks that contribute to the effective support of the Board 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.

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.*

- **The Adequacy and Equity in Community College Funding Working Group.** Community colleges play a vital role in providing accessible and affordable higher education opportunities to a diverse range of students in Illinois, contributing to workforce development, economic growth, and social mobility. Ensuring adequate and equitable funding for community colleges is crucial to maintain their quality of education, expand program offerings, and support the needs of both traditional and non-traditional students. Inadequate funding may lead to unequal resource distribution among community colleges, potentially perpetuating educational inequities. The ICCB recognizes its commitment to promoting equitable access to education and supporting our state's 39 community college districts in fulfilling their missions effectively, while also ensuring that the hardest to serve students receive the high quality support needed to be successful.
 - **Status:** Convened by the Board, this group has met four times and is focused on addressing questions around data analysis, base funding, equalization, and dual credit, among others. The initial recommendations are due to the Board on January 31st, and a final report is due to the Board in March of 2025. Once those recommendations are filed with the Board, additional discussions at the Board level should follow, including consideration of those recommendations and the next steps moving forward.
- **Agency Diversity, Equity, and Inclusion (DEI) Plan.** In July of 2020, Governor Pritzker required each state agency to develop a Diversity, Equity, and Inclusion (DEI) plan.
 - **Status:** In November 2024, the ICCB submitted its 2nd Diversity, Equity, Inclusion and Access (DEIA) plan to the Governor's Office on Equity. This plan was initially submitted to the Governor's Office in December 2020. Implementation of the 2nd DEIA plan includes a focus on training, hiring of equity staff, alignment of policies and procedures, expanding efforts to assist colleges with Equity Plans, and a focus on recruitment and best practices in the Workforce Equity Initiative.
- **Equity Plans.** Illinois HB 5464 requires all public institutions of higher education to develop an equity plan and implement practices that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups.
 - **Status:** Equity Plans were submitted in May of 2024 by all public institutions of higher education. Feedback has been provided to colleges about their plans. Plans are currently underway to consider the next steps including subsequent plan submission content and cadence, technical assistance needs, and the development of a comprehensive report to the Governor and the General Assembly.
- **Higher Education Futures Table (HEFT).** Alongside Member Evans, the ICCB Executive Director and staff participated in the convening of the HEFT, that aimed to enhance higher education's commitment to equity in light of the Supreme Court decision on Affirmative Action. The HEFT working group met six times and consisted of leaders from across the higher education system advocates. The HEFT work also consisted of four working groups: Transfer Pathways, Institutional Data Systems and State Data Dashboards, Recruitment, Admissions and Enrollment Management, and High School-College Partnerships-Dual Credit.
 - **Status:** HEFT work is continuing into a second phase with a plan to convene two meetings per year. Additionally, several legislative initiatives, both at IBHE and ICCB have emerged from the work, including the ICCB's proposed Transfer Initiative, the state's Direct Admissions Initiative, and work around the development of a data dashboard. As a part of the Direct Admissions work, the ICCB has spearheaded bringing community colleges onto the Common APP application portal, which will ensure community colleges are seen as viable first choice institutions, alongside Illinois' public universities via the Direct Admission program. At present, an initial cohort of 4 colleges

have begun implementation of the Common App, with two additional cohorts in planning. The launch of Common App for the first 4 colleges will take place by February 1, 2025. The goal is to include all 45 community colleges.

- **Illinois Postsecondary Profile.** The [Illinois Postsecondary Profiles \(IPP\)](#) is a dynamic resource that provides a way to view, all in one place, numerous types of postsecondary data from local agencies. Designed with a variety of users in mind, and built to be useful and accessible, the IPP enables users to follow their interests, easily locate the data they want, and quickly navigate among different views and visualizations.
 - **Status:** A focus on training and outreach occurred in the first half of FY2025 including an IPP virtual training titled *What's New in the IPP* which was delivered in early Fall targeting institutional research, student services, and academic affairs staff in the field. As part of community college equity and data outreach efforts, information was shared on equity data metrics within the IPP as part of the *Fall 2024 Illinois Community College Diversity Commission Equity Summit*. Finally, ICCB generated and shared enrollment and completions data for the just-completed academic year 2024 in early January 2025. This cadence of data sharing allows data availability much sooner than any other state, federal, or national higher education data platform.
- **Workforce Equity Initiative (WEI).** WEI is a statewide grant program focused on expanding training opportunities for minority students in at-risk communities.
 - **Status:** The WEI works with 20 (an increase of +2 from FY2024) Illinois community colleges to ensure students are successful in attaining a short term credential leading to 30% above the regional living wage. As of November 30, 2024, approximately 15,883 students have enrolled in the program, including 11,595 (73 percent) African American students. Sixty-eight percent of completers (10,737) are employed at an average wage of over \$23.00 per hour. WEI has consistently exceeded its performance targets.

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.*

- **Adult Education & Literacy.** The mission and vision of adult education is to provide every individual in Illinois with access to Adult Education and Literacy services. Currently, there are 72 funded providers providing services across 600 locations.
 - **Status:** As of January 20, 2025, there are 43,099 enrollees, compared to 38,150 at the same time in FY24. Integrated Career and Academic Planning (ICAPS) enrollment is at 559 compared to 389 learners at the same time last year. ICAPS offers training partnerships with Career and Technical Education and approved training providers.
- **Developmental Education.** Developmental education, sometimes referred to as remedial education, describes coursework at colleges and universities that is intended to fill in knowledge and skill gaps for students deemed unready for college-level coursework. The ICCB has a long history of working to reform developmental education delivery. Through these efforts, the agency has engaged outside stakeholders and implemented “evidence-based models,” specifically supporting work around co-requisite remediation.
 - **Status:** For FY25, we released the Scaling and Assessing Developmental Education Reform Act (DERA) project on October 28, 2024. Applicants are expected to be funded, totaling nearly \$500,000 in resources to support the implementation of evidence-based models, including co-requisite remediation. Additional funding is utilized to support communities of practice that troubleshoot problems with implementation of DERA.

Additionally, the agency has worked closely with two partners, the Partnership for College Completion (PCC), and Women Employed (WE). PCC is directly supporting partner community colleges in implementing corequisite models for developmental education reform in English and math and also facilitates a community of practice that is convened at multiple points to share learnings and best practices, troubleshoot problems that arise in DERA implementation, and build a community of like-minded equity practitioners across the state. WE is working with a cohort of colleges to continue to scale developmental education reform, develop culturally responsive teaching materials, and improve data dashboards to help track placement and student success and progress. They also facilitate monthly and quarterly meetings with colleges and provide additional professional development opportunities.

ICCB is also required to file an annual report on the implementation of the DERA Act, which is currently being developed. Information was due into the agency by the end of calendar year 2024.

- **Dual Credit.** High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework.
 - **Status:** The System recorded a total of 91,017 high school students enrolled in dual credit courses during fiscal year 2024. Annual dual credit enrollments increased 10.2 percent compared to the previous year (N = 82,602) and 31.3 percent compared to fiscal year 2020 (N = 69,299). This represents the largest enrollment ever reported for dual credit students in a single academic year. Additionally, the ICCB released 3million dollars in grants to colleges to support dual credit. These funds, while limited, enable the community college system to enhance and expand dual credit opportunities with a focus on low-income students and students of color. All Illinois community colleges offer dual credit courses.
- **Support Student Basic Needs.** The system and the agency have taken on increasingly prominent roles in non-academic support efforts. Areas of focus include support for [HOUSE Liaisons](#), Benefits Navigators, and coordination of efforts around the Mental Health Early Action on Campus Act (MHEAC)([110 ILCS 58](#)), among others.
 - **Status:**
 - *HOUSE Liaisons:* ICCB hosted a Fall 2024 professional development webinar series and finalized the HOUSE Liaison Handbook. ICCB released the Homelessness and Housing Insecurity Support Pilot Program grant, which will fund a minimum of 10 colleges to develop pilot programs to respond to the needs of students experiencing homelessness or housing insecurity.
 - *Benefits Navigator:* To support the work of Benefits Navigators, ICCB facilitated a community college convening focused on IDHS's Rehabilitation Services Community College Initiative in July 2024. In October 2024, ICCB and IBHE hosted a joint convening focused on supporting students experiencing food insecurity.
 - *MHEAC:* In FY25, ICCB released direct allocations to all community colleges in Illinois to support mental health work. Additionally, 33 colleges received funding to expand mental health support as part of a competitive grant process.
- **State of Illinois High School Diploma.** Public Act 102-1100 changed the name of the Illinois High School Equivalency Certificate to the State of Illinois High School Diploma, which took effect January 1, 2023. Requirements to achieve the diploma remain the same as the certificate. Candidates must complete their high school equivalency through GED® or HiSET® testing, or through Alternative Methods of Credentialing. They must also meet the Illinois Constitution requirement.
 - **Status:** In FY 2024, there were 37,681 Illinois residents who took high school equivalency testing (i.e. GED testing, etc.). Exactly 5,391 Illinois residents completed testing and received their State of Illinois High School Diploma.

- **Transitional Instruction.** The Postsecondary and Workforce Readiness Act requires community colleges and high schools to co-develop Transitional courses to improve college readiness for high school seniors. Students who successfully complete these courses are guaranteed placement in credit-bearing courses at all Illinois community colleges and accepting Illinois universities. The ICCB manages the course approval process for transitional instruction.
 - **Status:** In FY2024, 26,076 high school students enrolled in Transitional Math (Quantitative Literacy, STEM, or Technical Math) and 9577 enrolled in Transitional English. These courses have greatly reduced remedial rates in the state.

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.*

- **Behind Every Employer Campaign.** This campaign is aimed at increasing employers' awareness and utilization of noncredit training and other business solution services offered by Illinois community colleges. Its resources are available to a mix of noncredit departments and adult education providers, including non-community college providers. Thus far, the program has been digitally implemented statewide, and has generated significant employer leads for participants.
 - **Status:** Phase 2 begins in February of 2025.
- **Hydrogen and Fuel Cell Technology Grant (Federal Grant via the U.S. Department of Energy).** As a product of the Hydrogen Economy Task Force, the ICCB is partnering with University of Illinois and Iowa State University to apply for \$3 million in grant funding to research and support workforce development efforts in the development of a safe and effective pipeline and processes of hydrogen/natural gas blends. Programs impacted by these efforts include welding, process operations technology, and energy management.
 - **Status:** In Progress Application
- **Illinois Semiconductor Workforce Network (ISWN) (Federal Grant via the U.S. Department of Energy).** The ICCB is partnering with the University of Illinois-Urbana Champaign (UIUC) (who is the primary) on the ISWN project to meet the U.S. National Semiconductor Technology Center goals for the CHIPS Act. The project will begin with a four week in-person summer certificate program for low income community college students on the UIUC campus to receive technician training. Stipends will be provided for students for participation. The curriculum is intended to be adapted for augmented reality/virtual reality usage for community colleges in subsequent years. Community colleges partnering with UIUC include City Colleges of Chicago, Harper College, Heartland College, Illinois Eastern Community Colleges, and Parkland College.
 - **Status:** This project is currently engaged in program planning and development.
- **Industrial Assessment Center -Department of Energy Grant.** In SFY2024, the ICCB was awarded a \$3 million, three year U.S. Department of Energy Grant partnering with the Illinois Manufacturing Excellence Center, City Colleges of Chicago, John Wood Community College, Southwestern Illinois College, and Lincoln Land Community College to serve as regional Industrial Assessment Centers. The project is two-pronged: (1) conduct industrial assessments of small- and medium-sized manufacturers to increase efficiency and productivity and (2) create robust talent pipeline for smart manufacturing jobs.
 - **Status:** This project is currently engaged in program planning and development.

- **Opioid Training and Technical Assistance Center grant (State Grant).** The ICCB partnered with the Illinois Association of Behavioral Health (primary grantee) and Health Management Associates to apply for the \$12 million statewide Opioid Training and Technical Assistance Center grant, administered by the Illinois Department of Human Services. The purpose of the Center is to address the extreme workforce shortages impacting access to treatment for Illinoisians to overcome an overdose epidemic. One of the goals is to increase the number of community colleges offering behavioral health and substance abuse-related training programs.
 - **Status:** In Progress Application
- **Pipeline for the Advancement of the Healthcare Workforce (PATH).** The purpose of this project is to create, support, and expand the opportunities of individuals in the nursing pathway and select healthcare pathways to obtain credentials and degrees that allow them to advance. In its first year, 15,578 students completed, meeting the goal of increasing program completions by 15%. 42% of completers were 25 and older and 45% of enrollees were first generation.
 - **Status:** A total of 25,055 students were enrolled in the PATH program at the end of Fiscal Year 2024. More updated enrollment and completion numbers will be available for the first half of SY2025 on Jan 30th.
- **Rev up EV! (Advanced Manufacturing and Electric Vehicle Grants).** The purpose of this grant is to support a cohort of community colleges with building capacity in their institutions and communities for the transition to electric vehicle technology.
 - **Status:** 7.3 million dollars was released on January 1, 2025, to 19 community colleges in the Round 3 Rev Up EV Initiative Grant. Sixty-seven faculty have undergone training and certification in order to teach these programs. To date, 238 employers have been engaged in the process with 29 programs being developed. 1150 students have been enrolled to date.
- **Strengthening Career and Technical Education Act Administration (Perkins).** Perkins V reflects the 100-year federal commitment to Career Technical Education (CTE) and remains the most important piece of legislation affecting CTE in the country. The program focuses on improving the academic and technical achievement of CTE students, strengthening the connections between secondary and postsecondary education, and improving accountability. The Act places additional emphasis on local flexibility, comprehensive stakeholder engagement and collaborative planning, innovation, equity, and alignment with other education and workforce programs.
 - **Status:** In SFY2025, the ICCB has focused its efforts on system support fostering collaboration among the colleges. The ICCB has hosted several in-person regional networking convenings focused on program of study development, innovative strategies for recruitment, and labor market analysis. The 2024 Consolidated Annual Report is due to the U.S. Department of Education by January 30, 2025.
- **Workforce Innovation and Opportunity Act (WIOA).** Community colleges play a crucial role in the Workforce Innovation and Opportunity Act (WIOA) system. WIOA, enacted in 2014, is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need. Community colleges play an important role in the WIOA system, including acting as training and education providers through vocational and technical training and certificate and degree programs, as well as via continuing education and workforce upskilling. Under WIOA, community colleges often serve as providers of adult education and literacy programs. The ICCB holds seats on the Illinois Workforce Innovation Board (IWIB), as a core partner (Adult Education), as a required partner (postsecondary Perkins), and as the community college system.
 - **Status:** ICCB continues to partner with other workforce agencies to streamline processes and create efficiencies for providers and jobseekers. WIOA reauthorization is an area of focus for our federal legislative advocacy efforts. The ICCB continues to push for modernizing the Act and ensuring adult education programs have adequate funding.

Core Responsibilities and ongoing operational priorities that contribute to the Agency's ability to meet the Board's Goals:

- **Amplifund (Grants Management System) Implementation.** The ICCB is required to implement Amplifund for federal pass-through grants and state grants inclusive of CBOs. State regulations require that grant making agencies use the system unless the grant program is exempt from the Grant Accountability and Transparency Act (GATA). Public Act 102-0626 does exempt state funded grants awarded only to public institutions of higher education from GATA. The purpose of Amplifund implementation is to maximize automation and streamline the management of grants.
- **Automation of Student-Level Data Collection and Validation.** The intention is to pilot this new process in fiscal year 2026 with select student-level submissions with an anticipated roll-out systemwide beginning in fiscal year 2027 and thereafter. This will involve building, testing, and piloting the platform, establishing documentation/manuals for internal/external staff, rolling out and socializing the platform, and training the system on its use and performing the transition of all student-level submissions to the platform.
- **College Recognition.** The ICCB has approved four colleges during FY 2024 for Recognition and has an additional eight colleges, including the seven City Colleges on the agenda for approval during today's January 31st, 2025 Board meeting. Similar to accreditation, Recognition is a statutory requirement for community colleges to be eligible for continued state funding.
- **Community College Funding & Grants Administration.** The ICCB has administered over 992 grants totaling \$524.7 million in fiscal year 2025, including 287.8 million for Base Operating and Equalization grants to the colleges.
- **Partnership with the Office of the Governor and the General Assembly.** The agency serves as a resource for members of the General Assembly and assists legislators with addressing issues important to them and their constituents. Throughout the legislative session, the agency is deeply engaged with the GA on issues of importance to the agency and system, including but not limited to the Board's own legislative priorities. In addition, the leadership team works closely with the Governor's Office on the administration of programs and the implementation of the Governor's priorities.
- **Program Approval and Review in the System.** There are currently 4,483 total active credit programs, including 4,206 CTE and 277 Baccalaureate programs in the system. This includes 1,209 AAS degrees, and 2,997 certificates. Fifty three new programs were added and 152 removed, from July 1, 2024, to date.
- **Systemwide Data Collection and Reporting.** ICCB manages over 864 distinct final submissions from the colleges, with 720 submitted this year to date. The data within the submissions are utilized for ad hoc requests, measuring student success, research purposes, cross-agency data collaboration, and required reporting (e.g. IPEDs, Equity Plans, etc.), among other purposes.

Illinois Community College Board

WORKFORCE EQUITY INITIATIVE SHOWCASE – STUDENT PANEL

Today, the Board will hear from five Workforce Equity Initiative (WEI) students from five participating colleges in the state. These five of the approximately 15,883 students served through the WEI will share their backgrounds, experiences, comprehensive student support services they have received, and how these contributed to their success.

Public Act 101-0637 provided for \$18.7 million dollars to respond to the workforce equity needs of underserved populations, particularly African American students in Illinois. The major goals of the WEI are to 1). accelerate the time for the targeted population to enter and succeed in postsecondary education/training programs that lead to employment in high skilled, high wage, and in-demand occupations that pay 30% above the regional living wage or on an educational pathway leading to 30% above the regional living wage.

The outcomes of the WEI program have been phenomenal with over 120 WEI programs offered by the 20 participating colleges throughout the state, and 68% of completers (10,737) are employed at an average wage of over \$23.00 per hour.

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:

- Public Relations and Marketing Update
 - Recent Press Releases
 - Career and Technical Education Month
 - 60th Anniversary of the Community College System
- Spring 2025 Legislative Update
- IBHE's Fiscal Year 2026 Higher Education Budget Recommendations
- Adequacy and Equity in Funding Workgroup Update
- FY24 ICCB Annual Student Enrollment and Completion Report

Illinois Community College Board

CAREER AND TECHNICAL EDUCATION WEEK RESOLUTION

WHEREAS, February is nationally recognized as Career and Technical Education (CTE) month; and

WHEREAS, CTE's origins stem from the signing of the Smith-Hughes Vocation Education Act of 1917, which was the first major federal investment in CTE; and

WHEREAS, CTE continues today through the Strengthening Career and Technical Education for 21st Act; and

WHEREAS, approximately 396,000 students participated in CTE across the State of Illinois and over 41,000 students graduate each year from these programs; and

WHEREAS, CTE in Illinois is instrumental in ensuring equitable access to learning opportunities, supporting students and local communities, fostering innovation, and promoting continuous improvement; and

WHEREAS, CTE programs lead in providing instruction for careers in high-wage, high-skill, and in-demand occupations in fields such as, healthcare, business and finance, information technology, agriculture, advanced manufacturing, and education; and

THEREFORE, BE IT RESOLVED, that the Illinois Community College Board do hereby proclaim February 2025 as Career and Technical Education Month in Illinois to raise public awareness about the important role CTE plays in preparing students for tomorrow's careers and driving economic growth; and be it further

RESOLVED, the we recognize the teachers, students, employers, and community partners for their efforts, persistence, and accomplishments.

Illinois Community College Board
January 31, 2025

Lazaro Lopez, Chair

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE

- Call to Order
- Transfer and IAI Report
- Equity Plan Update
- New Diversity, Equity, Inclusion and Access Plan
- Information Item
 - Workforce Equity Initiative Update
- New Units of Instruction
- Next Meeting
- Other
- Adjourn

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

Lake Land College

- Environmental Health and Safety Services Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Building Maintenance Certificate (31 credit hours)
- Maintenance Supervisor Certificate (44 credit hours)

McHenry County College

- Architectural Technology A.A.S. degree (60 credit hours)
- Radiologic Technology A.A.S. degree (60 credit hours)
- Respiratory Therapy A.A.S. degree (65 credit hours)
- Video Production and Editing A.A.S. degree (61 credit hours)
- Video Production and Editing Certificate (37 credit hours)

Triton College

- Associate in Engineering Science (A.E.S.) degree (61 credit hours)

Harry S Truman College

- Cloud Computing A.A.S. degree (60 credit hours)
- Cloud Computing Advanced Certificate (30 credit hours)

BACKGROUND

Lake Land College

Environmental Health and Safety Services A.A.S. degree (60 credit hours)

Building Maintenance Certificate (31 credit hours)

Maintenance Supervisor Certificate (44 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in environmental health and safety services and building maintenance. These programs will be offered to Illinois Department of Corrections (IDOC) students in 12 correctional facilities across the State.

Catalog Description-Environmental Health and Safety Services A.A.S: The Environmental Health and Safety degree is designed for participants who are interested in pursuing mid-level positions in the environmental health and safety services industry. Emphasis is placed on technical skills required to work in the field. Students will develop additional general education knowledge and skills to improve future employment opportunities.

Catalog Description-Building Maintenance Certificate: The Building Maintenance Certificate allows students who have completed the Environmental Health and Safety Services Certificate to advance their skills by gaining knowledge in areas of general carpentry, electrical systems, plumbing, remediation and green cleaning practices.

Catalog Description-Maintenance Supervisor Certificate: The Maintenance Supervisor Certificate allows students who have completed the Environmental Health and Safety Services and Building Maintenance Certificates to advance their skills in supervision of services and staff. Emphasis will be placed on applying business skills in the environmental health and safety services industry.

Curricular Information- Environmental Health and Safety Services A.A.S: The curriculum includes 19 credit hours of requirement general education coursework and 41 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory custodial services, general cleaning practices, hard floor care, carpet and upholstery care, introductory building maintenance, electrical systems maintenance, plumbing, indoor air quality, remediation concepts, sustainability/green cleaning, maintenance organization, preventative maintenance, budgeting and inventory management, supervisory communication, and supervision for maintenance.

Curricular Information-Building Maintenance Certificate: This curriculum includes a 31-credit hour subset of coursework from the A.A.S. degree. Coursework includes a focus on carpentry, electrical, plumbing, remediation, and green cleaning practices.

Curricular Information-Maintenance Supervisor Certificate: This curriculum includes a 44-credit hour subset of coursework from the A.A.S. degree. Coursework includes a focus on supervisory and management skills within the maintenance setting.

Assessment of student learning will be achieved through evaluation of the student's performance by program faculty.

Justification for Credit hours required for the programs: The proposed Certificates include the required career and technical coursework identified as necessary to prepare students for entry- and mid-level work in the environmental health and safety services industry. Coursework and the subsequent skills reflect industry standards of the Cleaning Management Institute, a part of the International Sanitary Supply Association. Further, each Certificate provides an educational ladder opportunity for students who have completed the existing Environmental Health and Safety Services Certificate and the Building Maintenance Certificate, as well as both fully articulating into the proposed A.A.S. degree.

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

Diversity, Equity & Inclusion Efforts: Lake Land College's collaboration with IDOC illustrates the institution's commitment to equity. The programs LLC offers within the IDOC system service a diverse, underrepresented, and underserved population. The goal of the college is to ensure students have access to entry-level jobs with the possibility of upward mobility and more sustainable wages. IDOC determines support services for students while incarcerated and after release. General counseling services are provided to students throughout their program, and the college faculty refer students where additional support, academic or otherwise, is identified. The programs will be consistently offered at each of the IDOC facilities. This will allow students transferring between facilities or returning to another facility the ability to re-enter the program and continue their education. The college is committed to providing students with a diverse set of faculty within the classroom, and opportunities to hear from diverse individuals with diverse backgrounds who work within the environmental health and safety services and building maintenance industries.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in continuing educational opportunities in this field of study. These programs will allow incarcerated students within IDOC to participate in vocational training to improve their employment opportunities and wages after release. According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations related to building maintenance is expected to increase by between 1.7 – 6.5% statewide through 2032.

Table 1: Partner Facilities

| IDOC Facilities | Location |
|-------------------------------------|--------------------|
| Hill Correctional Center | Galesburg, IL |
| Jacksonville Correctional Center | Jacksonville, IL |
| Kewanee Life Skills Re-Entry Center | Kewanee, IL |
| Lawrence Correctional Center | Sumner, IL |
| Lincoln Correctional Center | Lincoln, IL |
| Logan Correctional Center | Lincoln, IL |
| Pinckneyville Correctional Center | Pinckneyville, IL |
| Robinson Correctional Center | Robinson, IL |
| Shawnee Correctional Center | Vienna, IL |
| Southwestern Correctional Center | East St. Louis, IL |
| Taylorville Correctional Center | Taylorville, IL |

Table 2: Projected Enrollments

| Enviro Health & Safety A.A.S. | First Year | Second Year | Third Year |
|--|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 5 | 10 | 20 |
| Part-Time Enrollments: | - | - | - |
| Completions: | 3 | 6 | 13 |

| Building Maintenance Cert | First Year | Second Year | Third Year |
|----------------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 105 | 135 | 180 |
| Part-Time Enrollments: | - | - | - |
| Completions: | 70 | 90 | 120 |

| Maintenance Supervisor Cert | First Year | Second Year | Third Year |
|------------------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 90 | 110 | 160 |
| Part-Time Enrollments: | - | - | - |
| Completions: | 60 | 70 | 105 |

Financial / Budgetary Information: Twelve (12) existing full-time faculty will be necessary to implement the program. Full-time faculty will preferably hold an Associates degree or higher, at least three years of work experience in the building maintenance field, and one year of teaching experience preferred. This program will be fiscally supported through a grant agreement with the Illinois Department of Corrections (IDOC). Additional Perkins grant funds for commodities and supplies will be sought upon State approval.

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|------------------------------|------------------|------------------|--------------------|
| Faculty Costs | \$889,655 | \$943,034 | \$990,186 |
| Administrator Costs | - | - | - |
| Other Personnel Costs | - | - | - |
| Equipment Costs | - | - | - |
| Library/LRC Costs | - | - | - |
| Facility Costs | - | - | - |
| Other (commodities/supplies) | \$36,000 | \$36,000 | \$36,000 |
| TOTAL NEW COSTS | \$925,655 | \$979,034 | \$1,026,186 |

Table 4: Faculty Requirements

| | First Year | | Second Year | | Third Year | |
|------------------|------------|-----------|-------------|-----------|------------|-----------|
| | Full-Time | Part-time | Full-Time | Part-time | Full-Time | Part-time |
| New Faculty | 0 | 0 | 0 | 0 | 0 | 0 |
| Existing Faculty | 12 | 0 | 12 | 0 | 12 | 0 |

McHenry County College
Architectural Technology A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment and advancement opportunities as architectural technicians and designers in a variety of architectural, construction, and engineering settings.

Catalog Description: The Associate in Applied Science (A.A.S.) in Architectural Technology provides students with the ability to study the ideas, methods, and processes by which architecture is conceptualized, designed, and built. The curriculum focuses on the latest building project delivery processes and software, as well as architectural design and communication. Two options will be available for students: Technology focuses on the specific software and workflows used in the building delivery process, including computer aided design (CAD) and building information modeling (BIM), and Design focuses on the principles of architectural design and the methods to communicate them to clients and stakeholders. Graduates of the program can seek employment in architectural design firms as entry-level designers, or in architecture, engineering, and construction firms as entry-level CAD and BIM technicians. Students can also choose to transfer their credits towards a Bachelor's degree program giving students the opportunity to continue their education.

Curricular Information: The curriculum requires 15 credit hours of required general education coursework, 45 credit hours of career and technical education coursework, including between nine (9) and 12 credit hours in specialized option electives. The career and technical component includes instruction in introductory through advanced levels of architectural design, introductory through advanced levels of architectural and construction technology, introductory through advanced levels of computer-aided design/AutoCAD, architectural drawing, building information modeling (BIM) residential and commercial architectural Revit, BIM systems and management Revit, AEC (Architecture, Engineering & Construction) construction documents, AEC productivity software, AEC project delivery, a design visualization portfolio, and related technical electives supporting either the Technology or Design Options. Assessment of student learning will be achieved through evaluation of the student's portfolio by program faculty and individuals with related work experience in the field of architectural design and technology.

Justification for Credit hours required for the degree: NA.

Accrediting Information: McHenry County College is accredited by the Higher Learning Commission. No further specialized accreditation is required.

Diversity, Equity & Inclusion Efforts: McHenry County 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. MCC 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 recently hired an Associate Vice President of DEI to oversee the consistent management of related programs and services to students, faculty, and administration. 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 architectural technology and design professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations related to architectural technology and design is expected to increase by 5% statewide through 2032.

Table 1: Employer Partners

| Employers | Location |
|--|-------------------|
| ALA Architects & Planners, Inc. | Crystal Lake, IL |
| Aldridge Group | Libertyville, IL |
| Architectural Consulting & Forensics, PLLC | Chicago, IL |
| Chipman Design Architecture | Des Plaines, IL |
| Dewberry Architects | Elmhurst, IL |
| DDCA Architects | Prairie Grove, IL |
| M.A. Mortenson Company | Itasca, IL |
| Williams Architects | Itasca, IL |
| McHenry County Dept. of Planning & Development | Woodstock, IL |
| The Hill Group | Franklin Park, IL |
| McCormack + Etten Architects | Lake Geneva, WI |

Table 2: Projected Enrollments

| Architectural Technology A.A.S. | First Year | Second Year | Third Year |
|---------------------------------|------------|-------------|------------|
| Full-Time Enrollments: | 20 | 40 | 60 |
| Part-Time Enrollments: | 30 | 60 | 90 |
| Completions: | 0 | 20 | 20 |

Financial / Budgetary Information: One (1) existing full-time faculty, two (2) existing part-time faculty, and two (2) new part-time faculty will be necessary to implement the program. Full-time faculty will hold at least a Bachelors degree in Architecture or closely related field, one year of work experience in the field, and one year of teaching experience preferred. Part-time faculty will hold at least an Associates degree in Architectural Technology or Construction Management, at least four years work experience in the field, and some teaching experience preferred. This program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|-----------------------------|-----------------|------------------|------------|
| Faculty Costs | \$20,000 | \$120,000 | \$0 |
| Administrator Costs | - | - | - |
| Other Personnel Costs | - | - | - |
| Equipment Costs | - | - | - |
| Library/LRC Costs | - | - | - |
| Facility Costs (remodeling) | \$10,000 | - | - |
| Other | - | - | - |
| TOTAL NEW COSTS | \$30,000 | \$120,000 | \$0 |

Table 4: Faculty Requirements

| | First Year | | Second Year | | Third Year | |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-time</u> | <u>Full-Time</u> | <u>Part-time</u> | <u>Full-Time</u> | <u>Part-time</u> |
| New Faculty | 0 | 2 | 1 | 2 | 0 | 0 |
| Existing Faculty | 1 | 2 | 1 | 4 | 2 | 6 |

McHenry County College
Radiologic Technology A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as radiographers, also known as radiology/radiologic technologists and X-ray technicians, in a variety of healthcare settings.

Catalog Description: The A.A.S. in Radiologic Technology is a two-year degree program that integrates didactic, laboratory, and clinical training in which students will develop the necessary skills to produce quality radiographic images of human anatomy in a healthcare setting. This is a full-time program that consists of clinical education continuing for five consecutive semesters. The Radiologic Technology A.A.S. is designed to prepare students to take the American Registry of Radiologic Technology (ARRT) national certification examination and subsequently begin entry-level careers in diagnostic imaging.

Curricular Information: The curriculum requires 16 credit hours of required general education coursework, 35 credit hours of career and technical education coursework, and nine (9) credit hours in radiography clinical practice. This excludes pre-admission general education coursework in anatomy and physiology, mathematics, and medical terminology. Career and technical coursework includes medical terminology, introductory radiography and patient care, introductory and advanced levels of radiographic procedures, introductory/intermediate/advanced levels of radiographic imaging, advanced imaging procedures, radiation biology and safety, radiographic pathology, radiographic image analysis, registration exam review, and five (5) levels of radiography clinical work-based learning practice. The curriculum was developed according to standards developed by the Joint Review Committee on Education in Radiologic Technology (JRCERT), are aligned with the competencies established by the American Society of Radiologic Technologists (ASRT) and will prepare graduates for required credentialing as a Registered Radiologic Technologist (RRT) through the American Registry of Radiologic Technologists (ARRT). This credential is required for licensure and employment in Illinois by the Illinois Emergency Management Agency (IEMA). Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience by program faculty and worksite supervisor.

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the JRCERT, and for students to earn credentialing through the ARRT.

Accrediting Information: McHenry County College is accredited by the Higher Learning Commission. The program must be accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The college must apply for JRCERT accreditation once all appropriate state board approvals have been granted and a program director has been hired.

Diversity, Equity & Inclusion Efforts: McHenry County 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. MCC 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 recently hired an Associate Vice President of DEI to oversee the consistent management of related programs and services to students, faculty, and administration. 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 radiologic technology professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “radiologic technologists” is expected to increase by .5% Statewide through 2032.

Table 1: Employer Partners

| Employers | Location |
|---------------------------------|------------------|
| Northwestern Medicine | McHenry, IL |
| Northwestern Medicine | Huntley, IL |
| MercyHealth System | Crystal Lake, IL |
| Advocate Good Shepherd Hospital | Barrington, IL |
| Advocate Condell Medical Center | Libertyville, IL |

Table 2: Projected Enrollments

| Radiologic Technology A.A.S. | First Year | Second Year | Third Year |
|------------------------------|------------|-------------|------------|
| Full-Time Enrollments: | 16 | 16 | 16 |
| Part-Time Enrollments: | 0 | 0 | 0 |
| Completions: | 0 | 14 | 14 |

Financial / Budgetary Information: One (1) new full-time faculty and three (3) new part-time faculty will be necessary to implement the program. The Program Director will hold at least a Masters degree in Radiologic Technology, hold a current RRT credential, have at least three (3) years work experience, and two (2) years teaching experience. The Clinical Coordinator and program faculty will hold at least a Bachelors degree in Radiologic Technology, hold a current RRT credential, have at least two (2) years work experience, and one (1) year teaching experience. New costs are associated with facilities remodeling, faculty, administration, equipment, and accreditation of the program. This program will otherwise be fiscally supported through institutional funds, student tuition and fees.

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|----------------------------------|--------------------|------------------|------------------|
| Faculty Costs | \$180,000 | \$215,000 | \$215,000 |
| Administrator Costs | 0 | 0 | 0 |
| Other Personnel Costs (stipends) | \$10,000 | \$10,000 | \$10,000 |
| Equipment Costs | \$537,000 | \$15,000 | \$15,000 |
| Library/LRC Costs | 0 | 0 | 0 |
| Facility Costs (remodeling) | \$300,000 | 0 | 0 |
| Other | 0 | 0 | 0 |
| TOTAL NEW COSTS | \$1,027,000 | \$240,000 | \$240,000 |

Table 4: Faculty Requirements

| | First Year | | Second Year | | Third Year | |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-time</u> | <u>Full-Time</u> | <u>Part-time</u> | <u>Full-Time</u> | <u>Part-time</u> |
| New Faculty | 1 | 3 | 0 | 0 | 0 | 0 |
| Existing Faculty | 0 | 0 | 1 | 3 | 1 | 5 |

McHenry County College
Respiratory Therapy A.A.S. degree (65 credit hours)

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

Catalog Description: The Respiratory Therapy A.A.S. program is designed to prepare students to function as a professional respiratory therapist in various healthcare settings including hospitals, nursing homes, and clinics. Respiratory Therapists perform respiratory care procedures including patient evaluation, treatment selection, assessment of treatment, and are involved in clinical decision-making and patient education. Students will participate in classroom, lab, simulation, and clinical practice in this full-time program.

Curricular Information: The curriculum includes 20 credit hours of required general education, and 45 credit hours of required career and technical education coursework. This excludes four (4) credit hours of general education science pre-requisite requirements. The career and technical component includes instruction in introductory respiratory therapy, introduction and advanced levels of respiratory therapy procedures, pharmacology for respiratory therapists, introductory and advanced levels of respiratory disease and diagnostics, intensive respiratory care, pulmonary function testing, hemodynamic monitoring, neonatal and pediatric respiratory care, critical care and emergency respiratory therapy, a certification Board review course, and four (4) levels of clinical practice in respiratory care. Assessment of student learning will be achieved through evaluation of the student's performance during the clinical practicum experience by program faculty and the worksite supervisor.

The curriculum was developed according to standards outlined by the Commission on Accreditation for Respiratory Care (CoARC) for education in respiratory care. Completion of an accredited program qualifies graduates to sit for the Registered Respiratory Therapist (RRT) credentialing exam through the National Board for Respiratory Care immediately.

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

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

Diversity, Equity & Inclusion Efforts: McHenry County 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. MCC 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 recently hired an Associate Vice President of DEI to oversee the consistent management of related programs and services to students, faculty, and administration. 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 respiratory therapy professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for respiratory therapists is expected to increase statewide around 13% through the year 2032. Based on information provided by the college, CoARC is considering adjusting their educational requirement to the A.A.S. degree as the entry-level point for advanced hiring, rather than a Bachelor's degree. As such they are looking to increase the number of accredited programs at the Associate's level to develop more pathways with baccalaureate programs.

Table 1: Employer Partners

| Employer | Location |
|---------------------------------|------------------|
| Northwestern Medicine | McHenry, IL |
| Northwestern Medicine | Huntley, IL |
| Advocate Condell Medical Center | Libertyville, IL |
| Mercy Health System | Crystal Lake, IL |
| Advocate Good Shephard Hospital | Barrington, IL |

Table 2: Projected Enrollments

| Respiratory Therapy A.A.S. degree | First Year | Second Year | Third Year |
|-----------------------------------|------------|-------------|------------|
| Full-Time Enrollments: | 16 | 16 | 15 |
| Part-Time Enrollments: | - | - | - |
| Completions: | - | 14 | 14 |

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

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|----------------------------------|------------------|-----------------|------------------|
| Faculty Costs (FT/PT) | \$170,000 | \$195,000 | \$195,000 |
| Administrator Costs | - | - | - |
| Other Personnel Costs (stipends) | \$10,000 | \$10,000 | \$10,000 |
| Equipment Costs | \$300,000 | \$15,000 | \$15,000 |
| Library/LRC Costs | - | - | - |
| Facility Costs | - | - | - |
| Other (Annual Fee/Disposables) | \$300,000 | - | - |
| TOTAL NEW COSTS | \$780,000 | \$220,00 | \$220,000 |

Table 4: Faculty Requirements

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

McHenry County College
Video Production and Editing A.A.S. degree (61 credit hours)
Video Production and Editing Certificate (37 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in video production and editing assistant, editor, and producer positions within the entertainment, social media and related industries.

Catalog Description-Video Production and Editing A.A.S: The Associate in Applied Science (A.A.S.) in Video Production and Editing is a dynamic, hands-on program. This two-year degree equips students with essential skills in video production, editing, and digital media. With a curriculum grounded in real world applications and cutting-edge technology, graduates will be prepared for careers in film, television, online media, and more. Graduates will be equipped to pursue roles such as video editor, production assistant, camera operator, and multimedia specialist. The skills gained in this program also provide a strong foundation for those interested in further education or specialized certifications in the field.

Catalog Description-Video Production and Editing Certificate: The Certificate in Video Production and Editing is a focused, hands-on program that equips students with essential skills in video production and editing. Graduates will be equipped to pursue roles such as assistant video editors and production assistants. The skills gained in this program also provide a strong foundation for those interested in furthering their education in the field by pursuing the related degree program.

Curricular Information-Video Production and Editing A.A.S: The curriculum requires 15 credit hours of required general education coursework, 46 credit hours of career and technical education coursework, including nine (9) credit hours in specialized option electives. The career and technical component includes instruction in introductory, intermediate, and advanced levels of audio video production, audio video pre-production, audio video post-production, introductory and advanced levels of digital photography, studio lighting, motion graphics, digital design tools, professional practices, and related technical electives supporting options in Special Effects and Animation, Graphic Design, Marketing, Fine Arts or Advanced Production.

Curricular Information-Video Production and Editing Certificate: This curriculum includes a 37-credit hour subset of coursework from the A.A.S. degree. Assessment of student learning will be achieved through evaluation of the student's portfolio by program faculty and individuals with related work experience in the field of video production and editing.

Justification for Credit hours required for the programs: The proposed degree exceeds 60 credit hours by one (1) course and credit hour to include the required professional practice portfolio highly recommended by local employers for networking and seeking employment in the industry. The proposed Certificate includes the required career and technical coursework identified as necessary to prepare students for assistant-level work in video production and editing. The Certificate fully articulates into the proposed degree.

Accrediting Information: McHenry County College is accredited by the Higher Learning Commission. No further specialized accreditation is required.

Diversity, Equity & Inclusion Efforts: McHenry County 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. MCC 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 recently hired an Associate Vice President of DEI to oversee the consistent management of related programs and services to students, faculty, and administration. 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 video production and editing professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations related to video production and editing is expected to increase by between 6.6 – 10.5% statewide through 2032.

Table 1: Employer Partners

| Employers | Location |
|---------------------------------|----------------------|
| Uncommon Creator | Fox River Valley, IL |
| Parrish Production | Woodstock, IL |
| Scherer Film Making | Crystal Lake, IL |
| Treager Cinematography & Design | Crystal Lake, IL |

Table 2: Projected Enrollments

| Video Prod & Editing A.A.S. | First Year | Second Year | Third Year |
|--|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 10 | 15 | 20 |
| Part-Time Enrollments: | 5 | 10 | 15 |
| Completions: | 0 | 10 | 15 |

| Video Prod & Editing Cert | First Year | Second Year | Third Year |
|--------------------------------------|-------------------|--------------------|-------------------|
| Full-Time Enrollments: | 3 | 5 | 5 |
| Part-Time Enrollments: | 1 | 3 | 5 |
| Completions: | 0 | 3 | 5 |

Financial / Budgetary Information: One (1) existing full- and part-time faculty, and one (1) new part-time faculty will be necessary to implement the program. Full-time faculty will hold at least a Bachelors degree in Film & Video Production, Digital Media, Animation, or closely related field, one year of work experience in the field, and one year of teaching experience preferred. Part-time faculty will hold at least an Associates degree in Film & Video Production or Digital Media, at least three years work experience in the field, and some teaching experience preferred. This program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|------------------------|-------------------|--------------------|-------------------|
| Faculty Costs | \$6,388 | \$52,165 | \$0 |
| Administrator Costs | - | - | - |
| Other Personnel Costs | - | - | - |
| Equipment Costs | - | - | - |
| Library/LRC Costs | - | - | - |
| Facility Costs | - | - | - |
| Other | - | - | - |
| TOTAL NEW COSTS | \$6,388 | \$52,165 | \$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 | 1 | 1 | 0 | 0 | 0 |
| Existing Faculty | 1 | 1 | 1 | 2 | 2 | 2 |

Triton College
Associate in Engineering Science (61 credit hours)

Program Purpose: The Associate in Engineering Science (A.E.S.) degree is designed to prepare students for entering baccalaureate-level engineering programs at four-year institutions.

Catalog Description: Triton College's engineering curriculum offers courses required in the first two years of the bachelor's degree program in all engineering majors. To graduate with a bachelor's degree in four years, students are encouraged to follow the curriculum requirements of the engineering major and college to which they transfer. Since this curriculum places emphasis on mathematics and its applications in the sciences, students should possess skills in this area.

Completion of this curriculum and compliance with other graduation requirements will enable the student to earn an A.E.S. degree and to continue working toward a wide choice of specialized fields of engineering, including mechanical, civil, electrical, industrial and aerospace engineering.

Students should note that four-year colleges and universities vary in specific course and transfer requirements. Therefore, it is important that in selecting Triton courses students consult the Engineering department or a Triton counselor as well as the catalog and/ or admissions advisors at the senior institution to which transfer is intended.

Curricular Information: The proposed A.E.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.E.S. proposals meet the intentions for completing the first two years of a baccalaureate engineering degree program. The proposed A.E.S. degree program requires 19 credit hours of coursework in communications, mathematics, social and behavioral sciences, and humanities/fine arts. The remaining required 42 credit hours of coursework will be comprised of any combination of baccalaureate/transfer engineering coursework that fulfills the student's transfer plan.

Justification for Credit hours required for the degree: NA.

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

Diversity, Equity & Inclusion Efforts: Triton College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Further, the college delivers outreach using multiple languages of the community including English, Spanish, and Polish. TRIO, Triumph, and Surge programs support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. 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: One (1) existing full-time, three (3) existing part-time faculty will be utilized to implement the proposed program. One (1) additional full-time and one (1) additional part-time faculty will be required for mechanical and electrical engineering coursework.

Faculty must 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.

Financial Information: All facilities are currently in place to support the proposed degree. Some additional equipment will be needed to support coursework in mechanical and electrical engineering. The program will be supported fiscally through student tuition and fees.

Harry S Truman 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: Truman 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: Truman 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. 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 2.5 - 23.3% statewide through 2032.

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: | 5 | 10 | 15 |
| Part-Time Enrollments: | 2 | 4 | 6 |
| Completions: | - | 5 | 17 |

| Cloud Computing Advanced Cert | First Year | Second Year | Third Year |
|-------------------------------|------------|-------------|------------|
| Full-Time Enrollments: | 6 | 12 | 18 |
| Part-Time Enrollments: | 4 | 8 | 12 |
| Completions: | 7 | 14 | 21 |

Financial / Budgetary Information: The programs will require two (2) existing full-time faculty and six (6) 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.

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January 31, 2025

Table 3: Financial Information

| | First Year | Second Year | Third Year |
|------------------------|-------------------|--------------------|-------------------|
| Faculty Costs | \$0 | \$0 | \$0 |
| Administrator Costs | - | - | - |
| Other Personnel Costs | - | - | - |
| Equipment Costs | - | - | - |
| Library/LRC Costs | - | - | - |
| Facility Costs | - | - | - |
| Other | - | - | - |
| TOTAL NEW COSTS | \$0 | \$0 | \$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 | 0 | 0 | 0 | 0 |
| Existing Faculty | 2 | 6 | 2 | 6 | 2 | 6 |

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 the City Colleges of Chicago and Shawnee Community College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2023, the City Colleges of Chicago and Fiscal Year 2024, Shawnee 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:

City Colleges of Chicago, District 508

- 01 Kennedy-King College
- 02 Harold Washing College
- 03 Malcolm X College
- 04 Harry S Truman College
- 05 Olive-Harvey College
- 06 Richard J Daley College
- 07 Wilbur Wright College

Shawnee Community Colleges, District 531

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

CITY COLLEGES OF CHICAGO

January 2025

**Illinois Community College Board
Recognition Report
For City Colleges of Chicago
January 2025**

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of City Colleges of Chicago, District 508. 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 City Colleges of Chicago. 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 the Fall 2022-2023 catalog for the City Colleges of Chicago and the ICCB Curriculum Master File for each institution indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges and meet the general education requirements as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) and B). No discrepancies between the printed college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Harold Washington 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).

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

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

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

Richard J. Daley College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

Harry S. Truman College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in 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).

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

Compliance Recommendations: None.

3. Academic Control

City Colleges of Chicago (CCC) maintains continuous control of established academic planning and quality maintenance processes. This is demonstrated in the policies and practices of the system that guide the design, conduct, and evaluation of units of instruction and the credentialing and evaluation of faculty. Programs and courses all go through the prescribed process of approval by the Illinois Community College Board (ICCB).

According to City Colleges of Chicago (CCC), all new programs, as well as dual credit courses, are developed according to district policy that requires review and oversight of units of instruction to be evaluated by college staff. The college reported that to ensure program and course offerings are current, meet credit hour ranges, meet general education requirements for new programs, and are approved by ICCB, all require that any new programs, new courses, or course and program revisions go through the Proposed Academic Curriculum Change (PACC) process. Once a new course, program, or revision goes through the CCC PACC process, the CCC Office of Academic Affairs – Academic Programs submits the required documentation to ICCB for approval. Following ICCB approval, the college's Accreditation Liaison Officers (ALOs) notify the Higher Learning Commission (HLC) of approved ICCB offerings or changes.

During the self-Study, CCC noted that they had identified that CCC faculty credentialing guidelines were not consistently updated across all programs and courses. As a result, each Vice President of Academic Affairs had to rely heavily on the Higher Learning Commission credentialing guidelines and similar programs to credential faculty to teach a course where no CCC credentialing guideline existed. As a result of this discovery, the college re-launched its credentialing guidelines updating process. This seven-step process

will conclude in March of every academic year to align with CCC's faculty hiring for the following academic year. All colleges reported this re-launched process occurring on the campus, assisting with updating faculty credentials review and verification.

While the CCC reported that all cooperative agreements have been approved through the ICCB, it did not describe how they continue to ensure that any third-party agreements with other providers continue to fall within the academic control of the colleges.

Compliance Recommendation: The CCC should ensure and describe how all partnerships, contractual arrangements, and cooperative agreements allow for all colleges to maintain academic control of programs, enrollments, and oversight of those agreements.

College Response:

When CCC partners with third parties to deliver instruction, curriculum must be approved via the Proposed Academic Curriculum Changes (PACC) process and entered and maintained in CCC's master syllabus format. Instructors who are not CCC employees must be qualified and approved and are entered as Persons of Interest in City College's system as a requirement to be assigned as instructors for the course. College deans follow up with instructors to ensure that grades are entered and all other instructional policies are followed. When curriculum changes, those changes are approved through CCC's regular curriculum approval processes. Partnership agreements and contracts are initiated by a college or the district depending on the nature of the relationship and services provided. CCC legal counsel creates the agreements and helps with oversight as needed.

4. Curriculum

4a) A comparison between City College's college catalog (2022-2023) 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 City Colleges of Chicago's 2023 Recognition review, the following dual credit information was examined for each college 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. Each college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. Each college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2022 and 2023, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that each of the colleges adhere to all state laws, regulations, and accreditation standards. Dual credit policy at each college is conducted in accordance with the Dual Credit Quality Act and the ICCB Administrative Rules. Dual credit is offered as part of City Colleges of Chicago's Early College Program, which is also comprised of dual enrollment and continuing education. Dual credit instructors must meet the same requirements as on-campus faculty, and are provided with an orientation in course curriculum, assessment methods, and administrative requirements. All dual credit courses are supervised by City Colleges of Chicago Academic Content Coordinators to provide accountability, evaluation, and support to Chicago Public School instructors. Dual credit courses are offered to students, tuition-free.

Instructors.

Harold Washington College: During fiscal years 2022 through 2023, it was reported that 24 instructors taught transfer (1.1) dual credit courses. Based on the information provided in the dual credit faculty spreadsheet, of these 24 instructors, two 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.

It was also reported that seven instructors taught career and technical education (1.2) dual credit courses. Of the seven instructors, two of them did not have the minimum requirement of 2,000 hours of work experience. The names of the underqualified faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*.

Kennedy-King College: During fiscal years 2022 through 2023, it was reported that 28 instructors taught transfer (1.1) dual credit courses. Based on the information provided in

the dual credit faculty spreadsheet, of these 28 instructors, all of them met the minimum requirement of 18 graduate degree hours in the discipline being taught.

It was also reported that four instructors taught career and technical education (1.2) dual credit courses. Based on the information provided in the dual credit faculty spreadsheet, of the four instructors, all of them met the minimum requirement of 2,000 hours of work experience with appropriate credentials.

Malcolm X College: During fiscal years 2022 through 2023, it was reported that 39 instructors taught transfer (1.1) dual credit courses. Based on the information provided in the dual credit faculty spreadsheet, of these 39 instructors, staff determined that all instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework.

It was also reported that Malcolm X. College has no instructors teaching 1.2 dual credit coursework.

Olive-Harvey College: During fiscal years 2022 through 2023, it was reported that 19 instructors taught transfer (1.1) dual credit courses. Based on the information provided in the dual credit faculty spreadsheet, of these 19 instructors, all of them hold the minimum requirement of at least a master's degree and 18 graduate hours in the discipline being taught and are therefore qualified to teach 1.1 dual credit courses.

It was also reported that 13 instructors taught career and technical education (1.2) dual credit courses. Of the 13 instructors, all of them have the minimum requirement of 2,000 hours of work experience and are therefore qualified to teach 1.2 dual credit coursework.

Richard J. Daley College: During fiscal years 2022 through 2023, it was reported that 49 instructors taught transfer (1.1) dual credit courses. Based on the information provided in the dual credit faculty spreadsheet, of these 49 instructors, staff determined that all instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework.

It was also reported that 20 instructors taught career and technical education (1.2) dual credit courses. Of the 20 instructors, one of them did not have the minimum requirement of 2,000 hours of work experience. It should also be noted that the occupational hours were not described for any of the 20 faculty. For example, if a faculty member was reported to have 4,000 hours of work experience, the college did not describe the work experience. Work experience must be related to the course the faculty is teaching. The names of the underqualified faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*.

Harry S. Truman College: During fiscal years 2022 through 2023, it was reported that 21 instructors taught transfer (1.1) dual credit courses. Based on the information provided in the dual credit faculty spreadsheet, of these 21 instructors, all of them hold the minimum requirement of 18 graduate hours in the discipline being taught and are therefore qualified to teach 1.1 dual credit courses.

It was also reported that five instructors taught career and technical education (1.2) dual credit courses. Of the five instructors, all of them have the minimum requirement of 2,000 hours of work experience and are therefore qualified to teach 1.2 dual credit coursework.

Wilbur Wright College: During fiscal years 2022 through 2023, it was reported that 53 instructors taught transfer (1.1) dual credit courses. Based on the information provided in the dual credit faculty spreadsheet, of these 53 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.

It was also reported that four instructors taught career and technical education (1.2) dual credit courses. Based on the information provided in the dual credit faculty spreadsheet, of the four instructors, none of them met the minimum requirement of 2,000 hours of work experience. The names of the underqualified faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*.

Students.

Harold Washington College: 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.

Kennedy-King College: 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.

Malcolm X College: 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.

Olive-Harvey College: 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.

Richard J. Daley College: 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.

Harry S. Truman College: 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.

Wilbur Wright College: 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.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.313, the colleges (Harold Washington College, Richard J. Daley College, and Wilbur Wright College) must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) 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:

Credentialing faculty to teach courses through the Early College program follows the same standards and practices for credentialing full-time or part-time faculty at all CCC colleges. Chicago Public Schools high schools who want to credential their teachers must send resumes & official transcripts for their teachers. Upon receipt of the documentation, the college Early College Coordinator submits the information to the Vice President of the college or designee. From here, the colleges work with their Department Chairs for first level approval, and then final approval comes from the College Vice President. These procedures are outlined in the CCC Policy Manual. CCC is now moving to an online system for housing all credentialing documentation, which will allow District Office greater access to all documentation. As such, regular audit of credentialing requirements to ensure all policies are being upheld will occur. All faculty seeking to teach 1.1 transfer courses must have a minimum of a Master's degree in their content area, or a Master's degree in a different area + a minimum of 18 graduate credit hours in the content area. All faculty seeking to teach 1.2 CTE courses, must adhere to the credentialing requirements for each discipline as well as maintaining the required 2,000 hours of applicable work experience. CCC will ensure that these procedures are followed at all of the CCC colleges for all Early College courses and that each college has a method for ongoing review and evaluation of faculty credentials.

6. Assessment Plans

City Colleges of Chicago have a systematic, district-wide approach to the assessment of student learning. The CCC have an assessment committee and has established CCC Assessment Accountability measures. Each college is to have an active assessment committee, current institutional learning outcomes, institutional-level assessment plan, assessment plans for academic disciplines, programs and co-curricular areas, and ways to communicate to stakeholders including where assessment materials are housed and the annual process used.

The CCC have an Academic and Student Policy Manual in place for placement of credit and adult education students into courses. The CCC reported that the Academic and Student Policy Manual is open for review and submission of proposed updates twice a year. CCC partners with the University of Chicago in review and conduction of analysis of student placement data. This data analysis feeds into the general education disciplines placement committees as well as provides consistent review of data to placement committees to support student success.

It was reported that there is a system assessment process that adheres to the CCC Academic Assessment Policy. However, after the last Higher Learning Commission review, one college was required to submit a follow up report to HLC regarding assessment: Daley College. Malcolm X was determined to have met all criteria a their last affirmation of accreditation and Wilbur Wright was removed from monitoring status in 2023. Further, in Spring 2023, the CCC Assessment Committee evaluated where colleges were in meeting assessment accountability measures. Principle issues appear to include that not all colleges' local assessment committees included representation from each area outlines in the Academic Assessment policy and that systemic processes to assess student learning and using assessment outcomes to inform and improve curriculum, teaching, and learning were not fully in place. CCC reported that the institutions named have identified where improvements could be made in the process and a work plan has been created to address them.

Compliance Recommendation: None.

Advisory Recommendation: The CCC should identify how it will continue to ensure that all colleges come into alignment with assessment standards. Specifically, Daley College should provide information on how they have completed the process changes needed to ensure they are in line with the CCC expectations of assessment, HLC requirements, and how this will shift expectations for assessment related to ICCB standards.

College Response:

CCC District Response: City College of Chicago (CCC) Academic Affairs continues to work with each of the seven college's assessment of student learning administrative leads on meeting CCC's Assessment of Student Learning Operational Standards. CCC's Assessment of Student Learning Operational Standards set assessment of student learning

norms across the seven colleges and also serve as benchmarks for college's preparedness to meet ICCB, HLC, and specialized accreditation assessment of student learning standards.

CCC's AY2024-2025 Assessment Committee is made up of academic and student service administrators over assessment infrastructure at their college. The committee is working towards some common district-wide assessment infrastructure resources. These resources are aimed to aid colleges in good and sustainable assessment practice. Practices that again if employed, will also yield colleges to meet CCC's Assessment Operational Standards and in turn, ICCB, HLC, and specialized accreditation assessment standards. The committee also builds in evaluations to see where each college is in meeting the standards.

In addition to the CCC Assessment Committee, in late spring- early summer 2025, CCC's Academic Affairs, will follow-up with each college to evaluate where they are in meeting CCC's Assessment Operational Standards. For college's who are not meeting those standards, CCC Academic Affairs will support them on plans of action for summer 2025-Fall 2025.

Richard Daley College Response:

Daley College continues to work to establish an assessment culture on campus, and has taken the following steps to come into alignment with the CCC's policy:

- 1. The college's assessment committee is led by a core team, comprised of the Assessment Committee Chairperson and Assessment Coordinators, who work with academic and cocurricular departments to complete departmental assessment, collect data, and analyze reports.*
- 2. All faculty are welcome to participate in Assessment Committee meetings, assist with assessment activities, analyze assessment data and present results.*
- 3. Assessment coordinators, faculty, and other staff have space on the agenda to share assessment results at each College-Wide Meeting.*
- 4. The Faculty Council uses assessment results to plan development opportunities for faculty.*

7. Student Evaluation

City Colleges of Chicago implement the district-wide policy for student evaluations and 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 with and align with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

Faculty qualifications and policies were reviewed for each campus. All full- and part-time faculty for transfer-level courses are required to obtain a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate level of experience in their field. The college vice president on each campus performs the faculty credential review.

In addition to reviewing faculty files, the college provides regular professional support for faculty planned in concert with Human Resources, faculty committees and/or instructional offices. Faculty are also offered workshops during Faculty Development Week that have a focus on providing strategies to improve teaching and learning while sharing examples of exemplary practice. All City Colleges of Chicago faculty are offered professional development opportunities and support, the level of which may be dependent on the faculty bargaining agreement under which they fall.

As part of the review process, ICCB requested transcript and relevant work experience evidence for full- and part-time faculty teaching in the academic year 2021-2022. For each college, 25 random courses were selected for review.

Harold Washington College: The college provided transcripts and relevant work experience evidence for 25 of the 25 courses. The ICCB review of the faculty transcripts provided by the college showed that all faculty members met the requirements to teach 1.1 Transfer Courses.

Kennedy-King College: The college provided transcripts and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that all faculty members had the proper credentials to teach 1.1 Transfer Courses. Additionally, the ICCB review of the faculty relevant work experience provided by the college showed that all faculty members had the proper credentials to teach 1.2 Career and Technical Education Courses.

Malcolm X College: The college provided transcripts and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that one faculty member was missing transcripts, unable to open evidence provided, or did not appear to have the proper credentials to teach 1.1 Transfer Courses. Additionally, the ICCB review of the faculty relevant work experience provided by the college showed that all faculty members had the proper credentials to teach 1.2 Career and Technical Education Courses.

Olive-Harvey College: The college provided transcripts and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that one faculty member was missing transcripts, unable to open evidence provided, or did not appear to have the proper credentials to teach 1.1

Transfer Courses. Additionally, the ICCB review of the faculty relevant work experience provided by the college showed that all faculty members had the proper credentials to teach 1.2 Career and Technical Education Courses.

Richard J. Daley College: The college provided transcripts and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that all faculty members appear to have the proper credentials to teach 1.1 Transfer Courses. Additionally, the ICCB review of the faculty's relevant work experience provided by the college showed that all faculty members had the proper credentials to teach 1.2 Career and Technical Education Courses.

Harry S Truman College: The college provided transcripts and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that all faculty members had the proper credentials to teach 1.1 Transfer Courses. Additionally, the ICCB review of the faculty relevant work experience provided by the college showed that all faculty members had the proper credentials to teach 1.2 Career and Technical Education Courses.

Wilbur Wright College: The college provided transcripts and relevant work experience evidence for 25 of the 25 courses requested. The ICCB review of the faculty transcripts provided by the college showed that one faculty member did not appear to have the proper credentials to teach 1.1 Transfer Courses. The ICCB does not have a rule in place for tested/equated experience in the way that the Higher Learning Commission does, likely the basis for qualifying the faculty member. Additionally, the ICCB review of the faculty relevant work experience provided by the college showed that all faculty members had the proper credentials to teach 1.2 Career and Technical Education Courses.

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

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

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

College Response:

CCC reviews credential guidelines for faculty on an annual basis, through a shared governance process. The credential guidelines are posted on the CCC website and are referred to by colleges during the hiring process and throughout the academic year.

During the application and hiring processes, faculty candidates are required to submit current resumes and copies of official college transcripts with their application. Each college is responsible for conducting credential reviews and approving each candidate's teaching assignment. The academic department initially reviews credentials and interviews full-time and part-time faculty candidates. Department Chairs then forward the names of their top candidates to the Dean [of Instruction] and Vice President, who review the credentials and the Department Chair's recommendations.

Approved credentials and teaching assignments for recommended full-time and part-time hires are submitted to each college's Human Resources Office for the candidate to advance in the hiring process. The respective hiring college is responsible for maintaining a copy of all résumés, transcripts, current licensures, and/or certifications along with credential review forms, which provide information regarding the approved teaching assignment.

Faculty credential audits will occur on an ongoing basis. Approximately 20% of faculty records will be selected randomly from across disciplines and colleges to be reviewed each academic year. Faculty must meet current CCC credential guidelines. If a faculty member does not possess the requisite credentials to teach in a particular field, the faculty has six (6) terms (including summer) to comply and provide evidence of obtained credential.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the City Colleges of Chicago District Office reviewed 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. Neither the review by the college nor the district office resulted in any findings.

The following items for the City Colleges of Chicago were reviewed: the self-study, the college websites, and the college course catalog. The City Colleges of Chicago 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. The district's policy regarding students who wish to use the CAREER Agreement can be found within the Academic Catalog in the Procedures section of the Appendix under, "Tuition Assistance – Chargebacks & Cooperative Agreements – Procedures". This section details the process for students, and

provides all applicable links. Additionally, the link provided in the catalog takes you to a general City Colleges of Chicago webpage that further describes the process for utilizing the agreement and lists every other Illinois community college district and the phone number for each.

Compliance Recommendation: None.

10. Program Review/Results

Harold Washington College: After reviewing the program review process and submission from Harold Washington College, 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.

Kennedy-King College: After reviewing the program review process and submission from Kennedy King College, 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.

Malcolm X College: After reviewing the program review process and submission from Malcolm X College, 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.

Olive-Harvey College: After reviewing the program review process and submission from Olive-Harvey College, 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.

Richard J. Daley College: After reviewing the program review process and submission from Richard J. Daley College, 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.

Harry S. Truman College: After reviewing the program review process and submission from Harry S Truman College, 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.

Wilbur Wright College: After reviewing the program review process and submission from Wilbur Wright College, 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 through the City Colleges of Chicago is a comprehensive and well-organized initiative designed to cater to incoming students' academic planning and transitional requirements which ensures their continued success as they advance through their academic program. The Office for Student Experience has

merged research findings on student learning, belonging, and retention with institutional strategic plans to develop a comprehensive framework that uplifts student experiences and outcomes. Additionally, the Office for Student Experience conducts monthly evaluations of college progress, disseminating findings to stakeholders across the City Colleges of Chicago. CCC offers two district-wide professional development seminars annually, during fall and spring, to ensure that Advisors stay current regarding district strategies, processes, and systems, as well as national advising best practices. The segmented advising and student services outreach initiatives are meticulously crafted to establish more effective connections with students by intentionally and strategically delivering services and resources to smaller, more relevant student groups, thus fostering a more tailored and impactful support system. The colleges use platforms that facilitate students' connections to student services and allow staff and faculty to communicate effectively regarding the students they share.

Compliance Recommendation: None.

B: Financial Aid

The City Colleges of Chicago conducted a comprehensive assessment of their Financial Aid departments. Students can receive in-person assistance via phone, virtual, or by appointment. Students can easily access pertinent information on each college's website. Each of the colleges host regular financial aid workshops, engage with high schools, and participate in Chicago Public Schools (CPS) enrollment days. The Financial Aid Offices also certify all federal and state veteran benefits and provide website links for students to access additional financial resources. In partnership with community stakeholders, the Financial Aid Offices offer complimentary information sessions and resources on financial literacy topics, including budgeting, avoiding predatory lending, and debt management.

Compliance Recommendation: None.

C: Career Placement

The Career Services Center provides comprehensive career advising, encompassing support for career exploration. This includes services such as résumé writing, interview skill development, job search assistance, and student work-study opportunities. The center offers training to assist individuals in obtaining employment and facilitates job placement and career services for CCC students through online channels and individual or walk-in appointments. Each Career Services department is overseen by a full-time director or associate dean who collaborates with the college's Director of Workforce Programs or College Career Dean. In 2021, CCC launched a new department, Apprenticeships & Workforce Partnership, offering students the opportunity to gain valuable professional skills and real-world experience while enrolled in college through a unique program that combines classroom learning with on-the-job training.

Moreover, the Transfer Centers provide impactful transfer programming, encompassing on-site admission days, transfer fairs, college tours, soft-skill development workshops, complimentary Transfer Leadership classes, and an annual transfer-focused, student-facing conference. Furthermore, the Transfer Center actively advocates the use of various transfer

tools, such as the CCC Transfer webpage, Transferology, Onet Online, and university transfer guides, to aid in the preparation of students for their transition from city colleges to their intended transfer destination.

Compliance Recommendation: None.

D: Support Services

The City Colleges of Chicago have undertaken a thorough evaluation of their wide-ranging student support services. These support amenities are easily accessible to students, with services being available at flexible times, both in person and virtually, catering to the students' needs. The CCC Wellness Centers prioritize mental health services and connections to community-based resources. These centers operate as independent departments with specialized staff and clear operational boundaries, along with dedicated physical facilities, ensuring confidentiality and compliance with standards and laws governing the operation of mental health facilities.

Compliance Recommendation: None.

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

The City Colleges of Chicago conducted a thorough examination of their co-curricular and student support services, ensuring a comprehensive and in-depth evaluation. Student Life is committed to providing a diverse array of opportunities for students to actively engage in the vibrant campus communities across each of the colleges. In addition, the colleges organize a rich tapestry of student life events throughout the year, each designed to foster a sense of inclusion, belonging, and connectedness among students, faculty, and staff. Moreover, the colleges pride themselves on their vibrant array of student-run clubs, which serve as dynamic platforms for students to deeply immerse themselves in the campus communities, effect positive change, and gain invaluable experience in organizational leadership and collaborative teamwork.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges have an open admissions policy. This means that while admission to CCC does not guarantee entry into a specific course or program, the system is committed to supporting students from all backgrounds. The procedures for enrollment are clearly outlined in the City Colleges of Chicago catalog and the website for each program, ensuring that everyone, from high school graduates or the equivalent, to non-graduates aged 17 who have severed their connection with the high school system, can find their path to education. 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 each of the colleges' admission policies by accurately recording student type, placement, and proficiency information.

Compliance Recommendation: None.

1. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board (ICCB) staff conducted eight on-site visits at the City Colleges of Chicago. The on-site visits were held at the District Office, Harold Washington, Harry S. Truman, Kennedy-King, Malcolm X, Olive-Harvey, Richard Daley, and Wilbur Wright on August 27, 2024, and August 28, 2024.

During these visits, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The colleges performed a demonstration of key systems to show how students are coded in the system for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by each 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 City Colleges of Chicago ("college") has documented 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. Students are asked for verification of residency which 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, substantiated, and no evidence of inaccuracies was found. Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact on the SU/SR claim reports.

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 for each college consisted of 18 course sections in fiscal year 2023 for the summer, fall, and spring semesters. In reviewing the sample of 2,048 students, more than 98 percent of the records met standards for compliance. For 1.7 percent of the sample, information reported on the SU/SR claim reports does not agree with the certified mid-term class lists. The college encountered reporting issues caused by human error, especially with updating residency status after address changes. The college is taking steps to implement audit processes to avoid similar mistakes in the future.

The college has generally complied with 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: In order to fully meet ICCB requirements for credit hour claim reporting, the college must strengthen processes that ensure courses are reported accurately and residency codes are updated. Elements of the course review for reporting specifications and the address verification process for residency are manual processes. ICCB recommends the college investigate increasing the automation in the present manual processes and, until that is implemented, create audit processes to check for human errors in residency determination and course coding (SU vs. SR).

ICCB is continuing to collaborate with the college to determine strategies for resolving these discrepancies and to better determine the prevalence of the mistakes made in manual assessments. Continuing evaluation may involve additional samples or other measures. The college must also work with ICCB on the computation of the financial impact and any payback for the period under review should sufficient discrepancies warrant.

College Response:

CCC is committed to improving current manual processes and ensuring that human error is negligible or eliminated. CCC understands that the recommendation is to investigate possibilities to increase automation in the present manual processes, and until implemented, create an audit process to check for errors. In response to this recommendation, CCC Finance staff led an audit with support from the Office of Information Technology and Decision Support. The goal of the audit was to identify ways in which CCC can strengthen processes in SU reporting to ensure courses are reported accurately. The initial audit of the FY23 Student Unrestricted file provided a better understanding of the ways in which CCC can improve reporting for the future and reviews needed for accuracy in prior years. The internal audit of the FY23 SU consisted of the following major components:

- 1. Created FY23 SU file that merged instructor data, payroll data, and general ledger data per term and pay period.*
- 2. Performed a pay period and term analysis to identify the funding type for each instructor and section.*
- 3. Created a summary of the data findings that resulted from the FY23 data audit.*
- 4. Documented and outlined the steps of the FY23 data audit*

The summary data and findings from the FY23 audit are included in the linked evidence titled "FY23 ICCB SU Audit Data 12-03-24". Some of the key findings from the data audit are the following:

- 1. 53 Instructors were found to have been paid with FY23 Restricted Fund Sources.*

2. 128 FY23 SU sections (1.2% of 8,657 total) were identified as taught by an instructor funded with restricted dollars and therefore should have been submitted on the SR instead of the SU.
3. Based on this analysis for FY23, we estimate CCC was incorrectly reimbursed \$282.6K (1.6% of \$17.6M total SU Reimbursements) due to these reporting errors.

As a result of the FY23 SU audit, CCC has begun to make the following improvements for FY25 to ensure that course sections are reported accurately based on instructor funding source:

1. Include earn codes in the line description of the general ledger. When CCC process payroll corrections, the earn codes will follow the record.
2. Include the class number in the general ledger so that CCC can tie payroll transactions to a specific section. When CCC process payroll corrections, the class number will follow the record (like earn codes).
3. CCC Institutional Resource Development is reviewing grants on intake to bring better awareness of impacts of grant-funded instruction to reporting and reimbursement.
4. Communication and training around impact of grant-funded instruction for grant Principal Investigators, Vice Presidents of Finance and Operations, and other related stakeholders.

It is estimated the FY23 SU review required 235 hours of work across Finance, Decision Support and OIT. Reporting will be even more difficult for prior years. CCC would like to discuss options with ICCB for rectifying reporting and funding for FY21 and FY22 that does not require a full audit and resubmission of the SUSR for FY21 - FY23.

To address the Residency Verification process in Standard 3.1, please see the section below pertaining to "Student Residency".

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 the sections of three SU courses in the sample were not funded with more than 50 percent of unrestricted funds and not appropriately reported.

Compliance Recommendation: As noted, ICCB recommends updating manual processes to automated ones where feasible and building in review procedures to ensure reporting on

the SU consists of only those courses eligible for reimbursement. Eligible courses and sections are those the district pays 50 percent or more of the program costs from unrestricted funds.

ICCB is continuing to collaborate with the college to determine strategies for resolving these discrepancies and to better determine the prevalence of the mistakes made in manual assessments. Continuing evaluation may involve additional samples or other measures. The college must also work with ICCB on the computation of the financial impact and any payback for the period under review should sufficient discrepancies warrant.

College Response:

Please see the CCC response above pertaining to Credit Hour Claims and the CCC Data Audit of FY23 Student Unrestricted file. CCC is committed to improving current manual processes and ensuring that human error is negligible or eliminated. CCC understands that the recommendation is to investigate possibilities to increase automation in the present manual processes, and until implemented, create an audit process to check for errors. In response to this recommendation, CCC Finance staff led an audit with support from the Office of Information Technology and Decision Support. The goal of the audit was to identify ways in which CCC can strengthen processes in SU reporting to ensure courses are reported accurately. The initial audit of the FY23 Student Unrestricted file provided a better understanding of the ways in which CCC can improve reporting for the future and reviews needed for accuracy in prior years.

Student Residency

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

Based on the review, as previously noted, human errors were found to have resulted in the college not properly classifying a small percentage of students. ICCB found students who were incorrectly reported on the SU report due to human error. The addresses of the students were changed, but the residency status was not updated timely. ICCB also found that the college had omitted some elements of the residency policy; a detailed policy should address all of the general, district, and special provisions for students. Recently, the Residency policy (Section 6.01) was revised.

Compliance Recommendation: In order to meet ICCB requirements for credit hour claim reporting, the college must implement processes that ensure residency codes are updated. ICCB recommends automating the manual processes and creating audit processes to check for human errors.

ICCB is continuing to collaborate with the college to determine strategies for resolving these discrepancies and to better determine the prevalence of the mistakes made in manual assessments. Continuing evaluation may involve additional samples or other measures. The college must also work with ICCB on the computation of the financial impact and any payback for the period under review should sufficient discrepancies warrant.

College Response:

To address and mitigate residency errors, CCC is taking the following measures:

- 1. Staff Training*
 - o Conducted comprehensive training for all staff members responsible for updating student addresses.*
 - o Emphasized the importance of reviewing the students' residency status and updating when necessary.*
- 2. Reporting*
 - o Developed a report for Registrar teams to identify discrepancies between students' city/state information and their residency coding.*
- 3. Regular Maintenance*
 - o Incorporated the residency report as a standard review item during the bi-annual Registrar Record Maintenance period.*
- 4. Automated Updates*
 - o Collaborating with the Office of Information Technology (OIT) to implement an automated process for updating residency details whenever a student's address is changed.*

These steps are designed to improve accuracy, streamline processes, and ensure consistency in residency records moving forward.

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 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.

Most report submissions were made in a timely manner. The college indicated that it was difficult to meet the due date for the Spring Term SU Data Course Enrollment submissions due to all the manual processes happening to make sure the data is correct. For future submissions, the college will submit data on or before the July 1st deadline. Then submit an updated data file if any corrections are needed. In addition, the college will start submitting SR data files whether or not there is data to comply with the submissions due dates and to avoid confusion.

Based on the review, ICCB staff did not find any evidence indicating issues with the financial planning requirements.

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For fiscal years 2019 through 2023, 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) was reviewed by ICCB staff for all findings. There were 30 findings noted over the five-year period. The CAP for each finding was provided and appears to be adequate.

The college meets weekly with auditors and is aware that the number of findings needs to be reduced. The college meets regularly with specific areas tasked with implementing new processes for compliance. In addition, the college implemented a new process to address the issues noted in the Grant Accountability and Transparency Act (GATA) system, which includes working through the internal review notes and accepting the management decision letter for each case file.

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 2022 Facilities Master Plan and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

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

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The college maintained and reported facilities data requests, reports, and other information to 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 are several contractual employee positions, including each president and the chancellor. The contract for the chancellor is the only one with a severance clause. The employment contract for the chancellor met all specifications and notice provisions required by law.

The employment contracts for all presidents met requirements; however, two issues did not meet regulatory specifications. The administrative code stipulates that the board shall complete an annual performance review of the college presidents. It also requires that any annual performance criteria and goals are made available to the public. An annual performance review must be completed for each president and goals must be posted on the district's website.

Compliance Recommendation: The college must ensure that the requirements regarding employment contracts comply with 110 ILCS 805, 5 ILCS 415, and 23 IL Admin. Codes 1501.803 and 1501.804. The college must undertake annual performance reviews for each president and post publicly each president's established performance criteria and their goals.

College Response:

City Colleges of Chicago is a singular entity operating as Community Colleges District 508 under the leadership of a Chancellor accountable to the Board of Trustees. The Chancellor and Board set the performance goals for the Chancellor and leadership of the District. As such, the Presidents' performance goals are the same as the Chancellor's performance goals. Despite the resulting replication, City Colleges will henceforth publicly post the Presidents' performance goals. Furthermore, City Colleges will henceforth publicly post the Presidents' employment agreements.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements The latest five years of Illinois Community College Board (ICCB) data submissions by City Colleges of Chicago were reviewed—generally, this includes fiscal years 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.

City Colleges of Chicago officials have been successful in meeting federal submission timelines over the past five fiscal years, but they have met ICCB deadlines for only some submissions. Overall, final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Harold Washington College

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in 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. Harold Washington College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2024 submission was finalized one month late, the fiscal year 2023 submission was seven weeks late, and the fiscal year 2021 and 2020 submissions were finalized nearly two months past the reporting deadline. The submissions took between two and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was less than three percent across the five years studied. The proportion of records with Pell Recipient was less than 32 percent across the five years

reviewed and with Subsidized Stafford Recipient was 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 two of five fiscal years reviewed; the fiscal year 2023 submission was finalized 22 days late, the fiscal year 2021 submission was nearly one month late, and the fiscal year 2020 submission was finalized one day past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Harold Washington College met the reporting deadline in one of the five years reviewed; the fiscal year 2024 submission was finalized nearly two weeks late, the fiscal year 2023 and 2020 submissions were three weeks late, and the FY 2021 submission was finalized nearly one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent over the timeframe of the study with less than one percent of records having unknown Race/Ethnicity. 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. Harold Washington College met the reporting deadline in one of the five years reviewed; the fiscal year 2023 and fiscal year 2021 submissions were finalized over one month late, the fiscal year 2022 submission was four days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and final AC submissions contained critical errors in each of the five years reviewed. The fiscal year 2024, fiscal year 2023, fiscal year 2021, and fiscal year 2020 submissions each 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. 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 none of the past five years; the fiscal year 2024 and fiscal year 2023 submissions were finalized one day late, the fiscal year 2022 submission was nearly three months late, the fiscal year 2021 submission was three and a half months late, and the fiscal year 2020 submission was finalized two and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and there were no critical errors in the final submissions in five of the five years reviewed. Harold Washington College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed, but there were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed: two records in the fiscal year 2024 submission, eight records in the fiscal year 2023 submission, 22 records in the fiscal year 2022 submission, 11 records in the fiscal year 2021 submission, and one record in the fiscal year 2020 submission.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Harold Washington College data submissions met the reporting deadline in none of the last five fiscal years; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 and fiscal year 2022 submissions were about two and a half months late, the fiscal year 2021 submission was six months late, and the fiscal year 2020 submission was finalized three weeks past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between zero percent and 58 percent. The proportion of records with unknown Race/Ethnicity decreased from 92 percent in fiscal year 2020 to 25 percent in fiscal year 2024.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2022 submission was finalized one month late, the fiscal year 2021 submission was one and a half months late, and the fiscal year 2020 submission was finalized two weeks 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 four of the past five fiscal years; the fiscal year 2021 submission was finalized two days past the reporting deadline.

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 22 days past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in 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. Harold Washington College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized nine days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being

reviewed for Recognition. Harold Washington College met the reporting deadline in three 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 fiscal year 2021 submission was finalized six days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in 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: While some data submissions have been timely, accurate, and complete, a significant number of reports were submitted past the deadline. The ICCB looks forward to timely, accurate, and complete data submissions from Harold Washington College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Fall Term Enrollment Data (E1)**, the **Noncredit Course Enrollment Data (N1)**, and the **Summer Graduate Reporting for IPEDS GRS**. Focused efforts are also recommended to improve the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response:

CCC is committed to improving the current data submission processes to ensure that data submissions are timely, accurate, and complete. CCC understands that the recommendation is to focus on the improvement of data submissions and consistency specifically between the E1 and Fall Enrollment Survey. To improve CCC Decision Support and OIT are taking the following measures:

- 1. An expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration.*
- 2. Update and maintain the annual compliance calendar to manage compliance report deadlines and monitor the status of submissions throughout the year.*
- 3. The MIS Coordinator monitors submissions throughout the year and provides an end-of-year report to ASA leadership.*
- 4. Migrating all code and scripts connected to external reporting to SQL for more fluid and accessible code.*
- 5. Evaluation of and inventory of current validation techniques for external reporting.*
- 6. Increase cross functional collaboration on compliance data reporting at both the requirements gathering and testing/validation stages.*

7. *Continue to automate error checks and validation procedures for all data reports.*
8. *Continue implementation of documentation tools (e.g., requirements documentation template.)*
9. *Developing an overall quality assurance system for data reporting, prioritizing areas that most often require data clean-up prior to compliance reporting.*
10. *An analysis of Fall Enrollment Reporting to better align E1 and Survey.*

Kennedy-King College

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in 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. Kennedy-King College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2024 and fiscal year 2020 submissions were finalized one month late, the fiscal year 2023 submission was seven weeks late, and the fiscal year 2021 submission was finalized two months past the reporting deadline. The submissions took between one and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between one percent and four percent. The proportion of records with Pell Recipient was less than 37 percent across the five years reviewed and with Subsidized Stafford Recipient was less than five 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 two of five fiscal years reviewed; the fiscal year 2023 submission was finalized 22 days late, the fiscal year 2021 submission was nearly one month late, and the fiscal year 2020 submission was finalized one day past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Kennedy-King College met the reporting deadline in one of the five years reviewed; the fiscal year 2024 and fiscal year 2023 submissions were finalized nearly two weeks late, the fiscal year 2021 submission was nearly one month late, and the fiscal year 2020 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three and final A2 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. Coverage of Race/Ethnicity was excellent over the timeframe of the study with unknown Race/Ethnicity ranging between less than one percent and less than two percent. 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. Kennedy-King College met the reporting deadline in one of the five years reviewed; the fiscal year 2023 submission was finalized over one month late, the fiscal year 2022 submission was four days late, the fiscal year 2021 submission was two and a half months late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to two, and final AC submissions contained critical errors in each of the five years reviewed. The fiscal year 2024, fiscal year 2023, fiscal year 2022, and fiscal year 2021 submissions each contained one critical error, and the fiscal year 2020 submission contained two critical errors. 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 none of the past five years; the fiscal year 2024 submission was finalized one day late, the fiscal year 2023 submission was nine days late, the fiscal year 2022 submission was nearly three months late, the fiscal year 2021 submission was three and a half months late, and the fiscal year 2020 submission was finalized two and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to six, and there were no critical errors in the final submissions in five of the five years reviewed. Kennedy-King College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed, but there were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed: two records in the fiscal year 2023 and fiscal year 2021 submissions, one record in the fiscal year 2022 submission, and three records in the fiscal year 2020 submission.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Kennedy-King College data submissions met the reporting deadline in none of the last five fiscal years; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 and fiscal year 2022 submissions were about two and a half months late, the fiscal year 2021 submission was six months late, and the fiscal year 2020 submission was finalized one month past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between two percent and ten percent. The proportion of records with unknown Race/Ethnicity ranged between three percent and 13 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 two of the past five fiscal years; the fiscal year 2022 submission was finalized one month late, the fiscal year 2021 submission was one and a half months late, and the fiscal year 2020 submission was finalized two weeks 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 four of the past five fiscal years; the fiscal year 2021 submission was finalized two days past the reporting deadline.

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 22 days past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in 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. Kennedy-King College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized nine days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Kennedy-King College met the reporting deadline in two 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 fiscal year 2022 and fiscal year 2021 submissions were finalized six days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in four of the past five fiscal years; the fiscal year 2022 submission was finalized one month late. 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: While some data submissions have been timely, accurate, and complete, a significant number of reports were submitted past the deadline. The ICCB looks forward to timely, accurate, and complete data submissions from Kennedy-King

College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Fall Term Enrollment Data (E1)**, the **Noncredit Course Enrollment Data (N1)**, the **Summer Graduate Reporting for IPEDS GRS**, the **African American Employment Plan Survey**, the **Asian American Employment Plan Survey**, the **Bilingual Needs and Bilingual Pay Survey**, and the **Hispanic Employment Plan Survey**. Focused efforts are also recommended to improve the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response:

CCC is committed to improving the current data submission processes to ensure that data submissions are timely, accurate, and complete. CCC understands that the recommendation is to focus on the improvement of data submissions and consistency specifically between the E1 and Fall Enrollment Survey. To improve CCC Decision Support and OIT are taking the following measures:

- 1. An expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration.*
- 2. Update and maintain the annual compliance calendar to manage compliance report deadlines and monitor the status of submissions throughout the year.*
- 3. The MIS Coordinator monitors submissions throughout the year and provides an end-of-year report to ASA leadership.*
- 4. Migrating all code and scripts connected to external reporting to SQL for more fluid and accessible code.*
- 5. Evaluation of and inventory of current validation techniques for external reporting.*
- 6. Increase cross functional collaboration on compliance data reporting at both the requirements gathering and testing/validation stages.*
- 7. Continue to automate error checks and validation procedures for all data reports.*
- 8. Continue implementation of documentation tools (e.g., requirements documentation template.)*
- 9. Developing an overall quality assurance system for data reporting, prioritizing areas that most often require data clean-up prior to compliance reporting.*
- 10. An analysis of Fall Enrollment Reporting to better align E1 and Survey.*

Malcolm X College

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed. The fiscal year 2021 and fiscal year 2020 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Malcolm X College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2024 submission was finalized one month late, the fiscal year 2023 and fiscal year 2021 submissions were nearly

two months late, and the fiscal year 2020 submission was finalized nearly three months past the reporting deadline. The submissions took between two and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was less than three percent across the five years studied. The proportion of records with Pell Recipient was less than 37 percent across the five years reviewed 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 two of five fiscal years reviewed; the fiscal year 2023 submission was finalized 22 days late, the fiscal year 2021 submission was nearly one month late, and the fiscal year 2020 submission was finalized seven weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Malcolm X College met the reporting deadline in one of the five years reviewed; the fiscal year 2024 submission was finalized nearly two weeks late, the fiscal year 2023 submission was 22 days late, the fiscal year 2021 was one month late, and the fiscal year 2020 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent over the timeframe of the study with about one percent of records having unknown Race/Ethnicity. 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. Malcolm X College met the reporting deadline in one of the five years reviewed; the fiscal year 2023 and fiscal year 2021 submissions were finalized over one month late, the fiscal year 2022 submission was four days late, and the fiscal year 2020 submission was finalized 50 days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and final AC submissions contained critical errors in four of the five years reviewed. The fiscal year 2024, fiscal year 2023, and fiscal year 2020 submissions each contained one critical error, and the fiscal year 2021 submission contained two critical errors. 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 one of the past five years; the fiscal year 2023 submission was finalized one month late, the fiscal year 2022 submission was nearly three months late, the fiscal year 2021 submission was three and a half months late, and the fiscal year 2020 submission was finalized two and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and there were no critical errors in the final submissions in five of the five years reviewed. Malcolm X College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed, but there were

headcount discrepancies between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed: two records in the fiscal year 2023 submission, one record in the fiscal year 2022 submission, 51 records in the fiscal year 2021 submission, and 10 records in the fiscal year 2020 submission.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Malcolm X College data submissions met the reporting deadline in none of the last five fiscal years; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 and fiscal year 2022 submissions were about two and a half months late, the fiscal year 2021 submission was six months late, and the fiscal year 2020 submission was finalized one month past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age was less than two percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between 13 percent in fiscal year 2020 and 68 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 two of the past five fiscal years; the fiscal year 2022 and fiscal year 2021 submissions were finalized one and a half months late, and the fiscal year 2020 submission was finalized two weeks 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 four of the past five fiscal years; the fiscal year 2021 submission was finalized two days past the reporting deadline.

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 22 days past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in 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. Malcolm X College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized nine days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011,

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. Malcolm X College met the reporting deadline in three 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 fiscal year 2021 submission was finalized six days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in four of the past five fiscal years; the fiscal year 2022 submission was finalized over one month past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendations: While some data submissions have been timely, accurate, and complete, a significant number of reports were submitted past the deadline. The ICCB looks forward to timely, accurate, and complete data submissions from Malcolm X College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Fall Term Enrollment Data (E1)**, the **Noncredit Course Enrollment Data (N1)**, and the **Summer Graduate Reporting for IPEDS GRS**. Focused efforts are also recommended to improve the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response:

CCC is committed to improving the current data submission processes to ensure that data submissions are timely, accurate, and complete. CCC understands that the recommendation is to focus on the improvement of data submissions and consistency specifically between the E1 and Fall Enrollment Survey. To improve CCC Decision Support and OIT are taking the following measures:

- 1. An expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration.*
- 2. Update and maintain the annual compliance calendar to manage compliance report deadlines and monitor the status of submissions throughout the year.*
- 3. The MIS Coordinator monitors submissions throughout the year and provides an end-of-year report to ASA leadership.*

4. *Migrating all code and scripts connected to external reporting to SQL for more fluid and accessible code.*
5. *Evaluation of and inventory of current validation techniques for external reporting.*
6. *Increase cross functional collaboration on compliance data reporting at both the requirements gathering and testing/validation stages.*
7. *Continue to automate error checks and validation procedures for all data reports.*
8. *Continue implementation of documentation tools (e.g., requirements documentation template.)*
9. *Developing an overall quality assurance system for data reporting, prioritizing areas that most often require data clean-up prior to compliance reporting.*
10. *An analysis of Fall Enrollment Reporting to better align EI and Survey.*

Olive-Harvey College

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed. The fiscal year 2024 submission contained three critical errors. This data was verified by college officials as valid and accurate. Olive-Harvey College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2024 submission was finalized one month late, and the fiscal year 2023, fiscal year 2021, and fiscal year 2020 submissions were finalized nearly two months past the reporting deadline. The submissions took between two and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was less than four percent across the five years studied. The proportion of records with Pell Recipient was less than 31 percent across the five years reviewed and with Subsidized Stafford Recipient was less than four percent across the five years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in one of five fiscal years reviewed; the fiscal year 2024 submission was finalized five days late, the fiscal year 2023 submission was 22 days late, the fiscal year 2021 submission was nearly one month late, and the fiscal year 2020 submission was finalized one day past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Olive-Harvey College met the reporting deadline in one of the five years reviewed; the fiscal year 2024 submission was finalized nearly two weeks late, the fiscal year 2023 submission was 22 days late, the fiscal year 2021 submission was one month late, and the fiscal year 2020 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three and final A2 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. Coverage of Race/Ethnicity was excellent over the timeframe of the study with unknown Race/Ethnicity ranging between zero percent and less than four percent. 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. Olive-Harvey College met the reporting deadline in none of the five years reviewed; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 and fiscal year 2021 submissions were over one month late, the fiscal year 2022 submission was six days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and final AC submissions contained critical errors in four of the five years reviewed. The fiscal year 2024 submission contained four critical errors, and the fiscal year 2023, fiscal year 2021, and fiscal year 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 one of the past five years; the fiscal year 2023 submission was finalized one month late, the fiscal year 2022 submission was nearly three months late, the fiscal year 2021 submission was three and a half months late, and the fiscal year 2020 submission was finalized two and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and there were no critical errors in the final submissions in five of the five years reviewed. Olive-Harvey College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed, but there were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed: one record in the fiscal year 2024 and fiscal year 2023 submissions, five records in the fiscal year 2022 submission, 24 records in the fiscal year 2021 submission, and 16 records in the fiscal year 2020 submission.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Olive-Harvey College data submissions met the reporting deadline in none of the last five fiscal years; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 submission was nearly three months late, the fiscal year 2022 submission was about two and a half months late, the fiscal year 2021 submission was six months late, and the fiscal year 2020 submission was finalized 22 days past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between two percent and 89 percent. The proportion of records with unknown Race/Ethnicity ranged between four percent and 90 percent.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2022 and fiscal year 2021 submissions were finalized one and a half months late, and the fiscal year 2020 submission was finalized two weeks 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 four of the past five fiscal years; the fiscal year 2021 submission was finalized two days past the reporting deadline.

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 22 days past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in 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. Olive-Harvey College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized nine days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011, 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. Olive-Harvey College met the reporting deadline in two 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 fiscal year 2022 and fiscal year 2021 submissions were finalized six days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in four of the past five fiscal years; the fiscal year 2022 submission was finalized about one month past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendations: While some data submissions have been timely, accurate, and complete, a significant number of reports were submitted past the deadline. The ICCB looks forward to timely, accurate, and complete data submissions from Olive-Harvey College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Fall Term Enrollment Data (E1)**, the **Noncredit Course Enrollment Data (N1)**, the **Summer Graduate Reporting for IPEDS GRS**, the **African American Employment Plan Survey**, the **Asian American Employment Plan Survey**, the **Bilingual Needs and Bilingual Pay Survey**, and the **Hispanic Employment Plan Survey**. Focused efforts are also recommended to improve the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response:

CCC is committed to improving the current data submission processes to ensure that data submissions are timely, accurate, and complete. CCC understands that the recommendation is to focus on the improvement of data submissions and consistency specifically between the E1 and Fall Enrollment Survey. To improve CCC Decision Support and OIT are taking the following measures:

- 1. An expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration.*
- 2. Update and maintain the annual compliance calendar to manage compliance report deadlines and monitor the status of submissions throughout the year.*
- 3. The MIS Coordinator monitors submissions throughout the year and provides an end-of-year report to ASA leadership.*
- 4. Migrating all code and scripts connected to external reporting to SQL for more fluid and accessible code.*
- 5. Evaluation of and inventory of current validation techniques for external reporting.*
- 6. Increase cross functional collaboration on compliance data reporting at both the requirements gathering and testing/validation stages.*
- 7. Continue to automate error checks and validation procedures for all data reports.*
- 8. Continue implementation of documentation tools (e.g., requirements documentation template.)*
- 9. Developing an overall quality assurance system for data reporting, prioritizing areas that most often require data clean-up prior to compliance reporting.*
- 10. An analysis of Fall Enrollment Reporting to better align E1 and Survey.*

Richard J. Daley College

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did

not contain any critical errors in five of the five years reviewed. Richard J. Daley College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2024 and fiscal year 2020 submissions were finalized about one month late, and the fiscal year 2023 and fiscal year 2021 submissions were finalized nearly two months past the reporting deadline. The submissions took between one and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned decreased from nine percent in fiscal year 2020 to less than one percent in fiscal year 2024. The proportion of records with Pell Recipient was less than 17 percent across the five years reviewed and 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 two of five fiscal years reviewed; the fiscal year 2023 submission was finalized 22 days late, the fiscal year 2021 submission was nearly one month late, and the fiscal year 2020 submission was finalized 15 days past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Richard J. Daley College met the reporting deadline in one of the five years reviewed; the fiscal year 2024 submission was finalized nearly two weeks late, the fiscal year 2023 submission was 22 days late, the fiscal year 2021 submission was one month late, and the fiscal year 2020 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent over the timeframe of the study with unknown Race/Ethnicity ranging between zero percent and less than one percent. 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. Richard J. Daley College met the reporting deadline in one of the five years reviewed; the fiscal year 2023 and fiscal year 2021 submissions were finalized over one month late, the fiscal year 2022 submission was six days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and final AC submissions contained critical errors in five of the five years reviewed. Each 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 none of the past five years; the fiscal year 2024 submission was finalized one day late, the fiscal year 2023 submission was one month late, the fiscal year 2022 submission was nearly three months late, the fiscal year 2021 submission was nearly four months late, and the fiscal

year 2020 submission was finalized two and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and there were no critical errors in the final submissions in four of the five years reviewed. The fiscal year 2021 submission contained one critical error. This data was verified by college officials as valid and accurate. Richard J. Daley College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed, but there were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed: six records in the fiscal year 2024 submission, seven records in the fiscal year 2023 submission, 14 records in the fiscal year 2022 submission, 69 records in the fiscal year 2021 submission, and 16 records in the fiscal year 2020 submission.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Richard J. Daley College data submissions met the reporting deadline in none of the last five fiscal years; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 and fiscal year 2022 submissions were about two and a half months late, the fiscal year 2021 submission was six months late, and the fiscal year 2020 submission was finalized nearly one month past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age was less than two percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between eight percent and 29 percent.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2022 submission was finalized one month late, the fiscal year 2021 submission was one and a half months late, and the fiscal year 2020 submission was finalized two weeks 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 four of the past five fiscal years; the fiscal year 2021 submission was finalized two days past the reporting deadline.

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 22 days past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in 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. Richard J. Daley College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized nine days past the reporting

deadline. The number of submissions needed to finalize the data ranged from one to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011, 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. Richard J. Daley College met the reporting deadline in two 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 fiscal year 2022 and fiscal year 2021 submissions were finalized six days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in four of the past five fiscal years; the fiscal year 2022 submission was finalized about one month past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendations: While some data submissions have been timely, accurate, and complete, a significant number of reports were submitted past the deadline. The ICCB looks forward to timely, accurate, and complete data submissions from Richard J. Daley College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Fall Term Enrollment Data (E1)**, the **Noncredit Course Enrollment Data (N1)**, the **Summer Graduate Reporting for IPEDS GRS**, the **African American Employment Plan Survey**, the **Asian American Employment Plan Survey**, the **Bilingual Needs and Bilingual Pay Survey**, and the **Hispanic Employment Plan Survey**. Focused efforts are also recommended to improve the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response:

CCC is committed to improving the current data submission processes to ensure that data submissions are timely, accurate, and complete. CCC understands that the recommendation is to focus on the improvement of data submissions and consistency specifically between the E1 and Fall Enrollment Survey. To improve CCC Decision Support and OIT are taking the following measures:

1. *An expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration.*
2. *Update and maintain the annual compliance calendar to manage compliance report deadlines and monitor the status of submissions throughout the year.*
3. *The MIS Coordinator monitors submissions throughout the year and provides an end-of-year report to ASA leadership.*
4. *Migrating all code and scripts connected to external reporting to SQL for more fluid and accessible code.*
5. *Evaluation of and inventory of current validation techniques for external reporting.*
6. *Increase cross functional collaboration on compliance data reporting at both the requirements gathering and testing/validation stages.*
7. *Continue to automate error checks and validation procedures for all data reports.*
8. *Continue implementation of documentation tools (e.g., requirements documentation template.)*
9. *Developing an overall quality assurance system for data reporting, prioritizing areas that most often require data clean-up prior to compliance reporting.*
10. *An analysis of Fall Enrollment Reporting to better align EI and Survey.*

Harry S Truman College

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed. The fiscal year 2021 submission contained one critical error. This data was verified by college officials as valid and accurate. Harry S Truman College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2024 and fiscal year 2020 submissions were finalized about one month late, and the fiscal year 2023 and fiscal year 2021 submissions were finalized nearly two months past the reporting deadline. The submissions took between one and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was less than five percent across the five years studied. The proportion of records with Pell Recipient was less than 16 percent across the five years reviewed and with Subsidized Stafford Recipient was 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 one of five fiscal years reviewed; the fiscal year 2024 submission was finalized five days late, the fiscal year 2023 submission was 22 days late, the fiscal year 2021 submission was nearly one month late, and the fiscal year 2020 submission was finalized one day past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Harry S Truman College met the reporting deadline in one of the five years reviewed; the fiscal year 2024 submission was finalized nearly two weeks late, the fiscal year 2023 submission was 20 days late, the fiscal year 2021 was one month late, and the fiscal year 2020 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent over the timeframe of the study with unknown Race/Ethnicity ranging between zero percent and less than two percent. 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. Harry S Truman College met the reporting deadline in none of the five years reviewed; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 submission was over one month late, the fiscal year 2022 submission was five days late, the fiscal year 2021 submission was two and a half months late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and final AC submissions contained critical errors in four of the five years reviewed. The fiscal year 2024 submission contained four critical errors, the fiscal year 2022 submission contained three critical errors, and the fiscal year 2021 and fiscal year 2020 submissions each contained two critical errors. 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 none of the past five years; the fiscal year 2024 submission was finalized one day late, the fiscal year 2023 submission was one month late, the fiscal year 2022 submission was nearly three months late, the fiscal year 2021 submission was three and a half months late, and the fiscal year 2020 submission was finalized two and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and there were no critical errors in the final submissions in five of the five years reviewed. Harry S Truman College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed, but there were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed: six records in the fiscal year 2024 and fiscal year 2023 submissions, 30 records in the fiscal year 2022 submission, 83 records in the fiscal year 2021 submission, and nine records in the fiscal year 2020 submission.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Harry S Truman College data submissions met the reporting deadline in none of the last five fiscal years; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 and fiscal year 2022 submissions were about two and a half months late, the fiscal year 2021 submission was six months late, and the fiscal year 2020 submission was finalized

22 days past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age was zero or less than two percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between seven percent and 20 percent.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2022 submission was finalized one month late, the fiscal year 2021 submission was one and a half months late, and the fiscal year 2020 submission was finalized two weeks 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 four of the past five fiscal years; the fiscal year 2021 submission was finalized two days past the reporting deadline.

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 22 days past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in 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. Harry S Truman College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized nine days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to two. 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. Harry S Truman College met the reporting deadline in two 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 fiscal year 2022 and fiscal year 2021 submissions were finalized six days late, and the fiscal year 2020 submission was finalized two days

past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in 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: While some data submissions have been timely, accurate, and complete, a significant number of reports were submitted past the deadline. The ICCB looks forward to timely, accurate, and complete data submissions from Harry S Truman College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Fall Term Enrollment Data (E1)**, the **Noncredit Course Enrollment Data (N1)**, the **Summer Graduate Reporting for IPEDS GRS**, the **African American Employment Plan Survey**, the **Asian American Employment Plan Survey**, the **Bilingual Needs and Bilingual Pay Survey**, and the **Hispanic Employment Plan Survey**. Focused efforts are also recommended to improve the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response:

CCC is committed to improving the current data submission processes to ensure that data submissions are timely, accurate, and complete. CCC understands that the recommendation is to focus on the improvement of data submissions and consistency specifically between the E1 and Fall Enrollment Survey. To improve CCC Decision Support and OIT are taking the following measures:

- 1. An expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration.*
- 2. Update and maintain the annual compliance calendar to manage compliance report deadlines and monitor the status of submissions throughout the year.*
- 3. The MIS Coordinator monitors submissions throughout the year and provides an end-of-year report to ASA leadership.*
- 4. Migrating all code and scripts connected to external reporting to SQL for more fluid and accessible code.*
- 5. Evaluation of and inventory of current validation techniques for external reporting.*
- 6. Increase cross functional collaboration on compliance data reporting at both the requirements gathering and testing/validation stages.*
- 7. Continue to automate error checks and validation procedures for all data reports.*
- 8. Continue implementation of documentation tools (e.g., requirements documentation template.)*
- 9. Developing an overall quality assurance system for data reporting, prioritizing areas that most often require data clean-up prior to compliance reporting.*

10. *An analysis of Fall Enrollment Reporting to better align EI and Survey.*

Wilbur Wright College

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Wilbur Wright College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2024 and fiscal year 2020 submissions were finalized about one month late, and the fiscal year 2023 and fiscal year 2021 submissions were finalized nearly two months past the reporting deadline. The submissions took between two and six submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between one percent and five percent across the five years studied. The proportion of records with Pell Recipient was less than 22 percent across the five years reviewed and 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 two of five fiscal years reviewed; the fiscal year 2023 submission was finalized 22 days late, the fiscal year 2021 submission was nearly one month late, and the fiscal year 2020 submission was finalized one day past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Wilbur Wright College met the reporting deadline in one of the five years reviewed; the fiscal year 2024 submission was finalized nearly two weeks late, the fiscal year 2023 submission was 22 days late, the fiscal year 2021 submission was one month late, and the fiscal year 2020 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity was excellent over the timeframe of the study with unknown Race/Ethnicity ranging between zero percent and less than two percent. 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. Wilbur Wright College met the reporting deadline in one of the five years reviewed; the fiscal year 2023 submission was finalized over one month late, the fiscal year 2022 submission was six days late, the fiscal year 2021 submission was two and a half months late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and final AC submissions

contained critical errors in five of the five years reviewed. The fiscal year 2024, fiscal year 2023, and fiscal year 2021 submissions each contained one critical error, the fiscal year 2022 submission contained four critical errors, and the fiscal year 2020 submission contained two critical errors. 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 one of the past five years; the fiscal year 2023 submission was finalized one month late, the fiscal year 2022 submission was nearly three months late, the fiscal year 2021 submission was three and a half months late, and the fiscal year 2020 submission was finalized two and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and there were no critical errors in the final submissions in five of the five years reviewed. Wilbur Wright College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed, but there were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed: one record in the fiscal year 2024 submission, 15 records in the fiscal year 2023 submission, four records in the fiscal year 2022 submission, seven records in the fiscal year 2021 submission, and nine records in the fiscal year 2020 submission.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Wilbur Wright College data submissions met the reporting deadline in none of the last five fiscal years; the fiscal year 2024 submission was finalized two weeks late, the fiscal year 2023 and fiscal year 2022 submissions were about two and a half months late, the fiscal year 2021 submission was six months late, and the fiscal year 2020 submission was finalized 22 days past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between two percent and five percent. The proportion of records with unknown Race/Ethnicity ranged between five percent and 20 percent.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2022 submission was finalized one month late, the fiscal year 2021 submission was one and a half months late, and the fiscal year 2020 submission was finalized two weeks 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 four of the past five fiscal years; the fiscal year 2021 submission was finalized two days past the reporting deadline.

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 22 days past the reporting deadline. The number of submissions required to finalize these data ranged from one to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in 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. Wilbur Wright College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized nine days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Wilbur Wright College met the reporting deadline in two 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 fiscal year 2022 and fiscal year 2021 submissions were finalized six days late, and the fiscal year 2020 submission was finalized two days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in 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: While some data submissions have been timely, accurate, and complete, a significant number of reports were submitted past the deadline. The ICCB looks forward to timely, accurate, and complete data submissions from Wilbur Wright College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Fall Term Enrollment Data (E1)**, the **Noncredit Course Enrollment Data (N1)**, the **Summer Graduate Reporting for IPEDS GRS**, the **African American Employment Plan Survey**, the **Asian American Employment Plan Survey**, the **Bilingual Needs and Bilingual Pay Survey**, and the **Hispanic Employment Plan**

Survey. Focused efforts are also recommended to improve the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response:

CCC is committed to improving the current data submission processes to ensure that data submissions are timely, accurate, and complete. CCC understands that the recommendation is to focus on the improvement of data submissions and consistency specifically between the E1 and Fall Enrollment Survey. To improve CCC Decision Support and OIT are taking the following measures:

- 1. An expanded focus on project management, requirements gathering, data quality and validation, and cross functional collaboration.*
- 2. Update and maintain the annual compliance calendar to manage compliance report deadlines and monitor the status of submissions throughout the year.*
- 3. The MIS Coordinator monitors submissions throughout the year and provides an end-of-year report to ASA leadership.*
- 4. Migrating all code and scripts connected to external reporting to SQL for more fluid and accessible code.*
- 5. Evaluation of and inventory of current validation techniques for external reporting.*
- 6. Increase cross functional collaboration on compliance data reporting at both the requirements gathering and testing/validation stages.*
- 7. Continue to automate error checks and validation procedures for all data reports.*
- 8. Continue implementation of documentation tools (e.g., requirements documentation template.)*
- 9. Developing an overall quality assurance system for data reporting, prioritizing areas that most often require data clean-up prior to compliance reporting.*
- 10. An analysis of Fall Enrollment Reporting to better align E1 and Survey.*

Appendix A

Recognition Policy Studies Report Due Dates

Harold Washington College – 50802

Kennedy-King College – 50801

Malcolm X College – 50803

Olive-Harvey College – 50805

Richard J. Daley College – 50806

Harry S. Truman College – 50804

Wilbur Wright College – 50807

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

Noncredit Course Enrollment Data (N1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---------------|---------------|---------------|---------------|---------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (07/15)* | 08/01/23 | 09/23/22 | 02/03/22 | 01/12/21 | 08/06/19 |
| # Submissions to Final | 2 | 2 | 2 | 2 | 1 |
| Timeliness | 15 days late | 70 days late | 76 days late | 181 days late | 22 days late |
| Duplicated Head Count | 1590 | 1119 | 1125 | 1428 | 1074 |
| Unduplicated Head Count | 437 | 274 | 244 | 293 | 179 |
| # Error Codes in Final Submission | 3 | 1 | 3 | 3 | 2 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 1.82 percent | 0.63 percent | 58.13 percent | 84.10 percent | 65.18 percent |
| % Unknown Age in Final Submission no value or . | 1.26 percent | 0.00 percent | 57.78 percent | 57.98 percent | 2.89 percent |
| % Unknown Age in Final Submission unknown | 0.31 percent | 0.00 percent | 0.09 percent | 0.14 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 | 24.91 percent | 44.33 percent | 63.47 percent | 83.96 percent | 92.36 percent |

*Due 07/17 in fiscal year 24; adjusted to 11/19 in fiscal year 22 due to ICCB processing delays

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

Annual Enrollment & Completion Data (A1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (08/01)* | 09/01/23 | 09/20/22 | 10/08/21 | 09/30/20 | 09/24/19 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Submissions to Final | 2 | 2 | 3 | 5 | 2 |
| Timeliness | 30 days late | 50 days late | on time | 58 days late | 54 days late |
| Head Count (total incl. 0 hrs enroll.) | 8701 | 8829 | 10098 | 11564 | 12684 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 3 | 2 | 5 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 1 | 0 | 0 |
| % Records with Errors in Final Sub. | 0.58 percent | 0.24 percent | 3.31 percent | 3.06 percent | 0.47 percent |
| % 0 Cumulative GPA in Final Sub. | 8.64 percent | 7.41 percent | 7.07 percent | 8.99 percent | 9.49 percent |
| % 0 Cumulative Hours in Final Sub. | 5.32 percent | 4.76 percent | 4.09 percent | 5.86 percent | 5.94 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 | 1.87 percent | 1.14 percent | 2.92 percent | 1.93 percent | 2.35 percent |
| % Pell Recipient Coverage in Final Sub. (codes 2,4,5) | 28.67 percent | 28.38 percent | 27.99 percent | 31.17 percent | 31.43 percent |
| % Subsidized Stafford Recipients in Final Sub. (code 2) | 1.68 percent | 1.17 percent | 1.02 percent | 1.28 percent | 1.90 percent |

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

Annual Completions Data (A2)

| | | | | | |
|----------------------------|------|------|------|------|------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |

| | | | | | |
|---|--------------|--------------|----------------|--------------|--------------|
| Final Submission – (09/01)* | 09/13/23 | 09/23/22 | 10/04/21 | 09/29/20 | 09/24/19 |
| # Submissions to Final | 3 | 2 | 2 | 1 | 4 |
| Timeliness | 12 days late | 22 days late | on time | 28 days late | 21 days late |
| Record Count (duplicate completions) | 1693 | 1914 | 2139 | 2026 | 1349 |
| Total Number of Completions from A1 | 1693 | 1913 | 2138 | 2026 | 1349 |
| More Completions on A2 than on A1 or Equal Number | Yes | Yes | Yes | Yes | Yes |
| # Error Codes in Final Submission | 1 | 1 | 2 | 1 | 1 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 0.06 percent | 0.05 percent | 100.00 percent | 0.05 percent | 0.07 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 | 0.18 percent | 0.37 percent | 0.23 percent | 0.25 percent | 0.44 percent |

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

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

Annual Student ID Submission (ID)

| | | | | | |
|--------------------------------|----------|--------------|----------|--------------|------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (09/01)* | 08/03/23 | 09/23/22 | 09/30/21 | 09/29/20 | 09/04/19 |
| # Submissions to Final | 1 | 3 | 2 | 3 | 2 |
| Timeliness – Data Due | on time | 22 days late | on time | 28 days late | 1 day late |
| Head Count in Final Submission | 8701 | 8829 | 10098 | 11564 | 12684 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| # Error Codes in Final Submission | 5 | 4 | 5 | 5 | 5 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

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

Annual Course Data (AC)

| | | | | | |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (09/01)* | 08/03/23 | 10/06/22 | 01/16/22 | 10/03/20 | 09/05/19 |
| # Submissions to Final | 1 | 4 | 2 | 1 | 1 |
| Timeliness | on time | 35 days late | 4 days late | 32 days late | 2 days late |
| # Error Codes in Final Submission | 2 | 2 | 3 | 2 | 2 |
| # Critical Errors in Final Submission | 1 | 1 | 2 | 1 | 1 |
| % Records with Errors in Final Sub. | 0.02 percent | 0.08 percent | 0.03 percent | 0.04 percent | 0.02 percent |
| % Dual Credit in Final | 7.11 percent | 6.06 percent | 3.52 percent | 3.09 percent | 2.50 percent |
| % Remedial (PCS 14) in Final | 6.71 percent | 6.62 percent | 6.05 percent | 6.60 percent | 6.84 percent |

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

Fall Term Enrollment Data (E1)

| | | | | | |
|---------------------------------|------------|------------|--------------|---------------|--------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/03/23 | 10/04/22 | 03/09/22 | 01/12/21 | 12/16/19 |
| # Submissions to Final | 2 | 1 | 5 | 3 | 1 |
| Timeliness | 1 day late | 1 day late | 84 days late | 103 days late | 76 days late |
| Head Count in Final Submission | 5859 | 5559 | 5750 | 6479 | 7276 |
| Discrepancy between E1 & Survey | -2 | -8 | +22 | +11 | -1 |

| | | | | | |
|---|---------------|----------------|----------------|----------------|----------------|
| # Error Codes in Final Submission | 2 | 2 | 2 | 2 | 2 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 0.63 percent | 0.50 percent | 0.60 percent | 0.43 percent | 0.65 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 | 99.97 percent | 100.00 percent | 100.00 percent | 100.00 percent | 100.00 percent |

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

Fall Term Enrollment (Web) Survey

| | | | | | |
|---------------------------------|----------|----------|----------|----------|----------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 09/30/22 | 09/30/21 | 09/30/20 | 09/30/19 |
| Timeliness | on time | on time | on time | on time | on time |
| Head Count | 5861 | 5567 | 5728 | 6468 | 7277 |
| Discrepancy between E1 & Survey | +2 | +8 | -22 | -11 | +1 |

* Due 10/02 in fiscal year 24; 10/03 in fiscal year 23

Faculty Staff & Salary Data (C1)

| | | | | | |
|---------------------------------------|----------|--------------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/16/22 | 12/22/21 | 10/02/20 | 10/04/19 | 10/15/18 |
| # Submissions to Final | 2 | 2 | 1 | 1 | 4 |
| Timeliness | on time | 22 days late | on time | on time | on time |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 2 | 2 | 2 | 2 | 2 |

| | | | | | |
|-------------------------------------|---------------|--------------|--------------|---------------|--------------|
| % Records with Errors in Final Sub. | 11.27 percent | 6.67 percent | 8.31 percent | 12.22 percent | 4.68 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

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

Faculty Staff & Salary Supplementary Information

| | | | | | |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/07/22 | 11/30/21 | 10/15/20 | 10/15/19 | 10/04/18 |
| # Submissions to Final | 1 | 1 | 1 | 2 | 1 |
| Timeliness | on time | on time | on time | on time | on time |

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

Summer Graduate Reporting for IPEDS GRS

| | | | | | |
|----------------------------|----------|--------------|--------------|--------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (11/01)* | 10/25/22 | 01/14/22 | 12/17/20 | 11/15/19 | 10/30/18 |
| Timeliness | on time | 30 days late | 45 days late | 14 days late | on time |

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

African American Employment Plan Survey

| | | | | | |
|-----------------------------------|----------|----------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | on time | 6 days late | 2 days late | on time |

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

Asian American Employment Plan Survey

| | | | | | |
|-----------------------|------|------|------|------|------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------|------|------|------|------|------|

| | | | | | |
|-----------------------------------|----------|----------|-------------|-------------|----------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | on time | 6 days late | 2 days late | on time |

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

Bilingual Needs and Bilingual Pay Survey

| | | | | | |
|-----------------------------------|----------|----------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/15/20 | 01/17/20 | 02/05/19 |
| Timeliness | on time | on time | 6 days late | 2 days late | on time |

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

Hispanic Employment Plan Survey

| | | | | | |
|-----------------------------------|----------|----------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | on time | 6 days late | 2 days late | on time |

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

Native American Employment Plan Survey

| | | | | | |
|------------------------------------|----------|------|------|------|------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note** | 12/15/22 | 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 fiscal year 23

Underrepresented Groups Report

| | | | | | |
|-----------------------------------|----------|----------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 02/09/23 | 02/01/22 | 02/01/21 | 02/27/20 | 01/31/19 |
| Timeliness | on time | on time | on time | on time | on time |

*Due 02/10 in fiscal year23; 02/01 in fiscal year22; 02/02 in fiscal year 21; 02/28 in fiscal year 20; 02/01 in fiscal year 19

Spring Semester Enrollment Survey

| | | | | | |
|----------------------------|----------|----------|-------------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (02/15)* | 02/14/23 | 02/15/22 | 02/17/21 | 02/10/20 | 02/14/19 |
| Timeliness | on time | on time | 2 days late | on time | on time |

*Due 02/10 in fiscal year 20

Annual Faculty Staff & Salary Data (C3)

| | | | | | |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (6/15)* | 06/13/23 | 06/24/22 | 06/11/21 | 06/04/20 | 06/05/19 |
| # Submissions to Final | 3 | 1 | 1 | 2 | 1 |
| Timeliness | on time | 9 days late | 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. | 6.84 percent | 3.56 percent | 2.17 percent | 1.98 percent | 3.90 percent |

| | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| % Unknown Ethnicity** in Final no value or . | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |
| % Unknown Ethnicity** in Final unknown | 3.71 percent | 3.43 percent | 3.40 percent | 4.10 percent | 3.80 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

*Due 06/17 in fiscal year 19

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

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

Noncredit Course Enrollment Data (N1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|--------------|--------------|---------------|---------------|---------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (07/15)* | 08/01/23 | 09/23/22 | 02/03/22 | 01/12/21 | 08/12/19 |
| # Submissions to Final | 3 | 2 | 2 | 2 | 2 |
| Timeliness | 15 days late | 70 days late | 76 days late | 181 days late | 28 days late |
| Duplicated Head Count | 374 | 356 | 499 | 1083 | 1172 |
| Unduplicated Head Count | 303 | 290 | 412 | 833 | 877 |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 2.94 percent | 9.27 percent | 5.01 percent | 5.82 percent | 13.48 percent |
| % Unknown Age in Final Submission no value or . | 1.87 percent | 1.12 percent | 4.01 percent | 2.95 percent | 8.70 percent |
| % Unknown Age in Final Submission unknown | 0.80 percent | 1.12 percent | 0.60 percent | 0.92 percent | 0.85 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 | 2.94 percent | 4.21 percent | 13.23 percent | 2.77 percent | 11.95 percent |

*Due 07/17 in fiscal year 24; adjusted to 11/19 in fiscal year 22 due to ICCB processing delays

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

Annual Enrollment & Completion Data (A1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (08/01)* | 09/01/23 | 09/20/22 | 09/28/21 | 09/30/20 | 09/03/19 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Submissions to Final | 2 | 2 | 2 | 5 | 1 |
| Timeliness | 30 days late | 50 days late | on time | 58 days late | 33 days late |
| Head Count (total incl. 0 hrs enroll.) | 3454 | 3002 | 2988 | 3916 | 4974 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 5 | 5 | 5 | 4 | 6 |
| # Critical Errors in Final Submission | 1 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 2.22 percent | 2.26 percent | 3.07 percent | 2.11 percent | 1.90 percent |
| % 0 Cumulative GPA in Final Sub. | 26.95 percent | 29.68 percent | 31.89 percent | 33.07 percent | 33.27 percent |
| % 0 Cumulative Hours in Final Sub. | 22.29 percent | 26.35 percent | 28.82 percent | 29.16 percent | 29.49 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 | 1.24 percent | 1.27 percent | 3.21 percent | 4.44 percent | 4.24 percent |
| % Pell Recipient Coverage in Final Sub. (codes 2,4,5) | 32.51 percent | 30.45 percent | 31.12 percent | 36.26 percent | 33.76 percent |
| % Subsidized Stafford Recipients in Final Sub. (code 2) | 2.32 percent | 2.63 percent | 2.48 percent | 2.86 percent | 4.36 percent |

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

Annual Completions Data (A2)

| | | | | | |
|----------------------------|------|------|------|------|------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |

| | | | | | |
|---|--------------|--------------|----------------|--------------|--------------|
| Final Submission – (09/01)* | 09/13/23 | 09/12/22 | 09/15/21 | 09/29/20 | 09/24/19 |
| # Submissions to Final | 3 | 1 | 1 | 1 | 2 |
| Timeliness | 12 days late | 11 days late | on time | 28 days late | 21 days late |
| Record Count (duplicate completions) | 553 | 570 | 576 | 664 | 786 |
| Total Number of Completions from A1 | 550 | 566 | 573 | 660 | 772 |
| More Completions on A2 than on A1 or Equal Number | Yes | Yes | Yes | Yes | Yes |
| # Error Codes in Final Submission | 1 | 0 | 2 | 0 | 0 |
| # Critical Errors in Final Submission | 1 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 1.45 percent | 0.00 percent | 100.00 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 | 0.18 percent | 0.18 percent | 0.17 percent | 0.45 percent | 1.53 percent |

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

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

Annual Student ID Submission (ID)

| | | | | | |
|--------------------------------|----------|--------------|----------|--------------|------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (09/01)* | 08/03/23 | 09/23/22 | 09/15/21 | 09/29/20 | 09/04/19 |
| # Submissions to Final | 1 | 2 | 1 | 1 | 3 |
| Timeliness – Data Due | on time | 22 days late | on time | 28 days late | 1 day late |
| Head Count in Final Submission | 3454 | 3002 | 2988 | 3916 | 4974 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| # Error Codes in Final Submission | 4 | 3 | 4 | 3 | 5 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

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

Annual Course Data (AC)

| | | | | | |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (09/01)* | 08/03/23 | 10/05/22 | 01/16/22 | 11/17/20 | 09/05/19 |
| # Submissions to Final | 1 | 2 | 2 | 2 | 1 |
| Timeliness | on time | 34 days late | 4 days late | 77 days late | 2 days late |
| # Error Codes in Final Submission | 1 | 1 | 2 | 1 | 3 |
| # Critical Errors in Final Submission | 1 | 1 | 1 | 1 | 2 |
| % Records with Errors in Final Sub. | 0.92 percent | 0.68 percent | 0.67 percent | 1.24 percent | 1.47 percent |
| % Dual Credit in Final | 8.38 percent | 4.87 percent | 2.94 percent | 3.12 percent | 3.68 percent |
| % Remedial (PCS 14) in Final | 4.64 percent | 4.26 percent | 4.42 percent | 4.64 percent | 3.59 percent |

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

Fall Term Enrollment Data (E1)

| | | | | | |
|---------------------------------|------------|-------------|--------------|---------------|--------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/03/23 | 10/12/22 | 03/09/22 | 01/12/21 | 12/16/19 |
| # Submissions to Final | 2 | 2 | 6 | 3 | 1 |
| Timeliness | 1 day late | 9 days late | 84 days late | 103 days late | 76 days late |
| Head Count in Final Submission | 2780 | 2237 | 1903 | 1878 | 2410 |
| Discrepancy between E1 & Survey | 0 | +2 | -1 | -2 | +3 |

| | | | | | |
|---|---------------|----------------|----------------|----------------|---------------|
| # Error Codes in Final Submission | 4 | 3 | 3 | 4 | 4 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 2.48 percent | 1.34 percent | 1.83 percent | 2.66 percent | 1.45 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 | 97.84 percent | 100.00 percent | 100.00 percent | 100.00 percent | 99.83 percent |

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

Fall Term Enrollment (Web) Survey

| | | | | | |
|---------------------------------|----------|----------|----------|----------|----------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 09/30/22 | 09/30/21 | 09/30/20 | 10/01/19 |
| Timeliness | on time | on time | on time | on time | on time |
| Head Count | 2780 | 2235 | 1904 | 1880 | 2407 |
| Discrepancy between E1 & Survey | 0 | -2 | +1 | +2 | -3 |

* Due 10/02 in fiscal year 24; 10/03 in fiscal year 23

Faculty Staff & Salary Data (C1)

| | | | | | |
|---------------------------------------|----------|--------------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/16/22 | 12/22/21 | 10/02/20 | 10/04/19 | 10/15/18 |
| # Submissions to Final | 2 | 2 | 1 | 1 | 4 |
| Timeliness | on time | 22 days late | on time | on time | on time |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 2 | 2 | 2 | 2 | 2 |

| | | | | | |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|
| % Records with Errors in Final Sub. | 16.74 percent | 14.25 percent | 15.40 percent | 17.50 percent | 10.80 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

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

Faculty Staff & Salary Supplementary Information

| | | | | | |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/07/22 | 11/30/21 | 10/15/20 | 10/15/19 | 10/04/18 |
| # Submissions to Final | 1 | 1 | 1 | 2 | 1 |
| Timeliness | on time | on time | on time | on time | on time |

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

Summer Graduate Reporting for IPEDS GRS

| | | | | | |
|----------------------------|----------|--------------|--------------|--------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (11/01)* | 10/25/22 | 01/14/22 | 12/17/20 | 11/15/19 | 10/30/18 |
| Timeliness | on time | 30 days late | 45 days late | 14 days late | on time |

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

African American Employment Plan Survey

| | | | | | |
|-----------------------------------|----------|-------------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Asian American Employment Plan Survey

| | | | | | |
|-----------------------|------|------|------|------|------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------|------|------|------|------|------|

| | | | | | |
|-----------------------------------|----------|-------------|-------------|-------------|----------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Bilingual Needs and Bilingual Pay Survey

| | | | | | |
|-----------------------------------|----------|-------------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/05/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Hispanic Employment Plan Survey

| | | | | | |
|-----------------------------------|----------|-------------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Native American Employment Plan Survey

| | | | | | |
|------------------------------------|----------|------|------|------|------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note** | 12/15/22 | 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 fiscal year 23

Underrepresented Groups Report

| | | | | | |
|-----------------------------------|----------|--------------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 02/09/23 | 03/07/22 | 02/01/21 | 02/28/20 | 01/31/19 |
| Timeliness | on time | 34 days late | on time | on time | on time |

*Due 02/10 in fiscal year23; 02/01 in fiscal year22; 02/02 in fiscal year 21; 02/28 in fiscal year 20; 02/01 in fiscal year 19

Spring Semester Enrollment Survey

| | | | | | |
|----------------------------|----------|----------|-------------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (02/15)* | 02/14/23 | 02/15/22 | 02/17/21 | 02/10/20 | 02/14/19 |
| Timeliness | on time | on time | 2 days late | on time | on time |

*Due 02/10 in fiscal year 20

Annual Faculty Staff & Salary Data (C3)

| | | | | | |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (6/15)* | 06/15/23 | 06/24/22 | 06/11/21 | 06/04/20 | 06/05/19 |
| # Submissions to Final | 3 | 1 | 1 | 2 | 1 |
| Timeliness | on time | 9 days late | 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. | 16.45 percent | 14.12 percent | 10.54 percent | 10.38 percent | 11.27 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 | 4.47 percent | 3.90 percent | 5.86 percent | 6.03 percent | 6.77 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

*Due 06/17 in fiscal year 19

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

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

Noncredit Course Enrollment Data (N1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---------------|---------------|---------------|---------------|---------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (07/15)* | 08/01/23 | 09/23/22 | 02/03/22 | 01/12/21 | 08/12/19 |
| # Submissions to Final | 2 | 3 | 2 | 2 | 2 |
| Timeliness | 15 days late | 70 days late | 76 days late | 181 days late | 28 days late |
| Duplicated Head Count | 4103 | 2373 | 2073 | 2050 | 2328 |
| Unduplicated Head Count | 3983 | 2239 | 1617 | 1230 | 1365 |
| # Error Codes in Final Submission | 4 | 4 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 2.88 percent | 1.98 percent | 0.63 percent | 1.12 percent | 1.42 percent |
| % Unknown Age in Final Submission no value or . | 0.83 percent | 0.59 percent | 0.24 percent | 0.44 percent | 0.00 percent |
| % Unknown Age in Final Submission unknown | 0.39 percent | 1.05 percent | 0.34 percent | 0.15 percent | 0.34 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 | 67.78 percent | 29.50 percent | 28.56 percent | 29.17 percent | 13.14 percent |

*Due 07/17 in fiscal year 24; adjusted to 11/19 in fiscal year 22 due to ICCB processing delays

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

Annual Enrollment & Completion Data (A1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (08/01)* | 09/01/23 | 09/21/22 | 09/28/21 | 09/30/20 | 10/23/19 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Submissions to Final | 2 | 4 | 2 | 5 | 5 |
| Timeliness | 30 days late | 51 days late | on time | 58 days late | 83 days late |
| Head Count (total incl. 0 hrs enroll.) | 10942 | 9811 | 10719 | 10604 | 11171 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 3 | 3 | 3 | 5 | 5 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 1 | 1 |
| % Records with Errors in Final Sub. | 2.73 percent | 2.14 percent | 3.68 percent | 2.59 percent | 1.03 percent |
| % 0 Cumulative GPA in Final Sub. | 22.11 percent | 19.05 percent | 23.52 percent | 21.95 percent | 24.95 percent |
| % 0 Cumulative Hours in Final Sub. | 18.88 percent | 15.92 percent | 20.74 percent | 19.28 percent | 21.86 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 | 1.25 percent | 0.95 percent | 2.11 percent | 2.09 percent | 2.86 percent |
| % Pell Recipient Coverage in Final Sub. (codes 2,4,5) | 36.63 percent | 36.65 percent | 32.79 percent | 35.51 percent | 31.83 percent |
| % Subsidized Stafford Recipients in Final Sub. (code 2) | 1.73 percent | 1.38 percent | 1.21 percent | 1.98 percent | 2.66 percent |

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

Annual Completions Data (A2)

| | | | | | |
|----------------------------|------|------|------|------|------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |

| | | | | | |
|---|--------------|--------------|----------------|--------------|--------------|
| Final Submission – (09/01)* | 09/13/23 | 09/23/22 | 09/15/21 | 09/30/20 | 09/24/19 |
| # Submissions to Final | 3 | 3 | 1 | 3 | 3 |
| Timeliness | 12 days late | 22 days late | on time | 29 days late | 21 days late |
| Record Count (duplicate completions) | 1699 | 1666 | 1652 | 1722 | 1702 |
| Total Number of Completions from A1 | 1699 | 1664 | 1651 | 1722 | 1702 |
| More Completions on A2 than on A1 or Equal Number | Yes | Yes | Yes | Yes | Yes |
| # Error Codes in Final Submission | 0 | 0 | 2 | 0 | 0 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 0.00 percent | 0.00 percent | 100.00 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 | 0.29 percent | 0.24 percent | 0.30 percent | 0.23 percent | 1.06 percent |

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

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

Annual Student ID Submission (ID)

| | | | | | |
|--------------------------------|----------|--------------|----------|--------------|--------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (09/01)* | 08/03/23 | 09/23/22 | 09/15/21 | 09/29/20 | 10/22/19 |
| # Submissions to Final | 1 | 3 | 1 | 1 | 4 |
| Timeliness – Data Due | on time | 22 days late | on time | 28 days late | 49 days late |
| Head Count in Final Submission | 10942 | 9811 | 10719 | 10604 | 11171 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| # Error Codes in Final Submission | 6 | 4 | 5 | 5 | 5 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

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

Annual Course Data (AC)

| | | | | | |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (09/01)* | 08/03/23 | 10/05/22 | 01/16/22 | 10/03/20 | 10/23/19 |
| # Submissions to Final | 1 | 3 | 2 | 1 | 2 |
| Timeliness | on time | 34 days late | 4 days late | 32 days late | 50 days late |
| # Error Codes in Final Submission | 2 | 2 | 1 | 3 | 2 |
| # Critical Errors in Final Submission | 1 | 1 | 0 | 2 | 1 |
| % Records with Errors in Final Sub. | 0.03 percent | 0.46 percent | 0.02 percent | 0.02 percent | 0.03 percent |
| % Dual Credit in Final | 2.92 percent | 2.05 percent | 1.30 percent | 1.64 percent | 1.76 percent |
| % Remedial (PCS 14) in Final | 7.05 percent | 6.62 percent | 6.44 percent | 7.39 percent | 6.24 percent |

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

Fall Term Enrollment Data (E1)

| | | | | | |
|---------------------------------|----------|--------------|--------------|---------------|--------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 11/01/22 | 03/09/22 | 01/12/21 | 12/16/19 |
| # Submissions to Final | 1 | 2 | 5 | 3 | 1 |
| Timeliness | on time | 29 days late | 84 days late | 103 days late | 76 days late |
| Head Count in Final Submission | 8011 | 7314 | 6551 | 7273 | 6997 |
| Discrepancy between E1 & Survey | 0 | +2 | +1 | -51 | -10 |

| | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 2.27 percent | 1.49 percent | 1.81 percent | 2.92 percent | 1.27 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 | 99.11 percent | 99.37 percent | 99.95 percent | 99.88 percent | 99.81 percent |

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

Fall Term Enrollment (Web) Survey

| | | | | | |
|---------------------------------|----------|----------|----------|----------|----------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 09/30/22 | 09/30/21 | 09/30/20 | 09/30/19 |
| Timeliness | on time | on time | on time | on time | on time |
| Head Count | 8011 | 7312 | 6550 | 7324 | 7007 |
| Discrepancy between E1 & Survey | 0 | -2 | -1 | +51 | +10 |

* Due 10/02 in fiscal year 24; 10/03 in fiscal year 23

Faculty Staff & Salary Data (C1)

| | | | | | |
|---------------------------------------|----------|--------------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/16/22 | 12/22/21 | 10/05/20 | 10/04/19 | 10/15/18 |
| # Submissions to Final | 2 | 2 | 2 | 1 | 4 |
| Timeliness | on time | 22 days late | on time | on time | on time |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 2 | 2 | 2 | 2 | 2 |

| | | | | | |
|-------------------------------------|---------------|---------------|---------------|---------------|--------------|
| % Records with Errors in Final Sub. | 15.94 percent | 12.19 percent | 11.52 percent | 12.34 percent | 7.33 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

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

Faculty Staff & Salary Supplementary Information

| | | | | | |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/07/22 | 11/30/21 | 10/15/20 | 10/15/19 | 10/04/18 |
| # Submissions to Final | 1 | 1 | 1 | 2 | 1 |
| Timeliness | on time | on time | on time | on time | on time |

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

Summer Graduate Reporting for IPEDS GRS

| | | | | | |
|----------------------------|----------|--------------|--------------|--------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (11/01)* | 10/25/22 | 01/26/22 | 12/17/20 | 11/15/19 | 10/30/18 |
| Timeliness | on time | 42 days late | 45 days late | 14 days late | on time |

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

African American Employment Plan Survey

| | | | | | |
|-----------------------------------|----------|----------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | on time | 6 days late | 2 days late | on time |

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

Asian American Employment Plan Survey

| | | | | | |
|-----------------------|------|------|------|------|------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------|------|------|------|------|------|

| | | | | | |
|-----------------------------------|----------|----------|-------------|-------------|----------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | on time | 6 days late | 2 days late | on time |

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

Bilingual Needs and Bilingual Pay Survey

| | | | | | |
|-----------------------------------|----------|----------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/15/20 | 01/17/20 | 02/05/19 |
| Timeliness | on time | on time | 6 days late | 2 days late | on time |

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

Hispanic Employment Plan Survey

| | | | | | |
|-----------------------------------|----------|----------|-------------|-------------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/14/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | on time | 6 days late | 2 days late | on time |

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

Native American Employment Plan Survey

| | | | | | |
|------------------------------------|----------|------|------|------|------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note** | 12/15/22 | 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 fiscal year 23

Underrepresented Groups Report

| | | | | | |
|-----------------------------------|----------|--------------|----------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 02/10/23 | 03/07/22 | 02/01/21 | 02/27/20 | 01/31/19 |
| Timeliness | on time | 34 days late | on time | on time | on time |

*Due 02/10 in fiscal year23; 02/01 in fiscal year22; 02/02 in fiscal year 21; 02/28 in fiscal year 20; 02/01 in fiscal year 19

Spring Semester Enrollment Survey

| | | | | | |
|----------------------------|----------|----------|-------------|----------|----------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (02/15)* | 02/14/23 | 02/15/22 | 02/17/21 | 02/10/20 | 02/14/19 |
| Timeliness | on time | on time | 2 days late | on time | on time |

*Due 02/10 in fiscal year 20

Annual Faculty Staff & Salary Data (C3)

| | | | | | |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (6/15)* | 06/15/23 | 06/24/22 | 06/11/21 | 06/04/20 | 06/05/19 |
| # Submissions to Final | 4 | 1 | 2 | 2 | 1 |
| Timeliness | on time | 9 days late | on time | on time | on time |
| # Error Codes in Final Submission | 1 | 2 | 1 | 1 | 1 |
| # Critical Errors in Final Submission | 1 | 1 | 1 | 1 | 1 |
| % Records with Errors in Final Sub. | 19.76 percent | 12.03 percent | 13.59 percent | 13.50 percent | 13.70 percent |

| | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| % Unknown Ethnicity** in Final no value or . | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |
| % Unknown Ethnicity** in Final unknown | 5.09 percent | 5.78 percent | 5.21 percent | 5.62 percent | 6.21 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

*Due 06/17 in fiscal year 19

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

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

Noncredit Course Enrollment Data (N1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---------------|---------------|---------------|---------------|---------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (07/15)* | 08/01/23 | 10/11/22 | 02/03/22 | 01/12/21 | 08/06/19 |
| # Submissions to Final | 3 | 4 | 2 | 2 | 1 |
| Timeliness | 15 days late | 88 days late | 76 days late | 181 days late | 22 days late |
| Duplicated Head Count | 2034 | 1889 | 12392 | 1179 | 515 |
| Unduplicated Head Count | 1610 | 1155 | 11606 | 945 | 441 |
| # Error Codes in Final Submission | 3 | 3 | 5 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 3.20 percent | 3.76 percent | 89.07 percent | 3.39 percent | 12.04 percent |
| % Unknown Age in Final Submission no value or . | 0.98 percent | 1.27 percent | 88.95 percent | 1.70 percent | 9.90 percent |
| % Unknown Age in Final Submission unknown | 1.08 percent | 1.06 percent | 0.10 percent | 0.85 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 | 20.70 percent | 11.01 percent | 89.67 percent | 12.38 percent | 3.88 percent |

*Due 07/17 in fiscal year 24; adjusted to 11/19 in fiscal year 22 due to ICCB processing delays

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

Annual Enrollment & Completion Data (A1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (08/01)* | 09/01/23 | 09/20/22 | 09/28/21 | 09/30/20 | 09/24/19 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Submissions to Final | 2 | 2 | 3 | 5 | 2 |
| Timeliness | 30 days late | 50 days late | on time | 58 days late | 54 days late |
| Head Count (total incl. 0 hrs enroll.) | 3673 | 3153 | 3142 | 3911 | 4673 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 6 | 2 | 5 | 3 | 3 |
| # Critical Errors in Final Submission | 3 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 3.83 percent | 2.82 percent | 3.88 percent | 2.32 percent | 1.49 percent |
| % 0 Cumulative GPA in Final Sub. | 35.72 percent | 34.86 percent | 38.10 percent | 37.64 percent | 39.80 percent |
| % 0 Cumulative Hours in Final Sub. | 32.45 percent | 31.94 percent | 35.65 percent | 34.21 percent | 36.79 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 | 1.44 percent | 0.86 percent | 2.04 percent | 2.40 percent | 3.12 percent |
| % Pell Recipient Coverage in Final Sub. (codes 2,4,5) | 25.05 percent | 23.98 percent | 25.91 percent | 30.43 percent | 25.62 percent |
| % Subsidized Stafford Recipients in Final Sub. (code 2) | 2.26 percent | 1.40 percent | 1.24 percent | 2.94 percent | 3.64 percent |

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

Annual Completions Data (A2)

| | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |

| | | | | | |
|---|--------------|--------------|----------------|--------------|--------------|
| Final Submission – (09/01)* | 09/13/23 | 09/23/22 | 09/15/21 | 09/29/20 | 09/24/19 |
| # Submissions to Final | 3 | 3 | 1 | 2 | 3 |
| Timeliness | 12 days late | 22 days late | on time | 28 days late | 21 days late |
| Record Count (duplicate completions) | 515 | 453 | 444 | 694 | 731 |
| Total Number of Completions from A1 | 515 | 453 | 443 | 694 | 731 |
| More Completions on A2 than on A1 or Equal Number | Yes | Yes | Yes | Yes | Yes |
| # Error Codes in Final Submission | 1 | 0 | 2 | 1 | 1 |
| # Critical Errors in Final Submission | 1 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 9.13 percent | 0.00 percent | 100.00 percent | 0.14 percent | 0.27 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 | 2.43 percent | 0.68 percent | 2.02 percent | 3.97 percent |

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

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

Annual Student ID Submission (ID)

| | | | | | |
|--------------------------------|-------------|--------------|-------------|--------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (09/01)* | 09/06/23 | 09/23/22 | 09/24/21 | 09/29/20 | 09/04/19 |
| # Submissions to Final | 3 | 2 | 2 | 2 | 3 |
| Timeliness – Data Due | 5 days late | 22 days late | on time | 28 days late | 1 day late |
| Head Count in Final Submission | 3673 | 3153 | 3142 | 3911 | 4673 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| # Error Codes in Final Submission | 6 | 4 | 3 | 5 | 5 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

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

Annual Course Data (AC)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (09/01)* | 09/15/23 | 10/05/22 | 01/18/22 | 10/03/20 | 09/05/19 |
| # Submissions to Final | 2 | 3 | 3 | 1 | 1 |
| Timeliness | 14 days late | 34 days late | 6 days late | 32 days late | 2 days late |
| # Error Codes in Final Submission | 4 | 2 | 0 | 2 | 2 |
| # Critical Errors in Final Submission | 4 | 1 | 0 | 1 | 1 |
| % Records with Errors in Final Sub. | 0.34 percent | 0.24 percent | 0.00 percent | 0.21 percent | 0.19 percent |
| % Dual Credit in Final | 8.97 percent | 8.32 percent | 5.93 percent | 6.27 percent | 5.79 percent |
| % Remedial (PCS 14) in Final | 4.38 percent | 4.64 percent | 4.49 percent | 5.47 percent | 5.00 percent |

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

Fall Term Enrollment Data (E1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|--------------------------------|----------|--------------|--------------|---------------|--------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 11/01/22 | 03/09/22 | 01/12/21 | 12/16/19 |
| # Submissions to Final | 1 | 2 | 5 | 3 | 1 |
| Timeliness | on time | 29 days late | 84 days late | 103 days late | 76 days late |
| Head Count in Final Submission | 2747 | 2101 | 1831 | 1955 | 2177 |

| | | | | | |
|---|---------------|---------------|----------------|----------------|---------------|
| Discrepancy between E1 & Survey | +1 | -1 | +5 | +24 | -16 |
| # Error Codes in Final Submission | 3 | 3 | 3 | 4 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 2.36 percent | 1.71 percent | 2.02 percent | 3.17 percent | 1.65 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 | 97.85 percent | 97.19 percent | 100.00 percent | 100.00 percent | 99.86 percent |

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

Fall Term Enrollment (Web) Survey

| | | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 09/30/22 | 09/30/21 | 09/30/20 | 09/30/19 |
| Timeliness | on time | on time | on time | on time | on time |
| Head Count | 2746 | 2102 | 1826 | 1931 | 2193 |
| Discrepancy between E1 & Survey | -1 | +1 | -5 | -24 | +16 |

* Due 10/02 in fiscal year 24; 10/03 in fiscal year 23

Faculty Staff & Salary Data (C1)

| | | | | | |
|-----------------------------------|-------------|--------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/16/22 | 12/22/21 | 10/14/20 | 10/04/19 | 10/15/18 |
| # Submissions to Final | 3 | 2 | 2 | 1 | 4 |
| Timeliness | on time | 22 days late | on time | on time | on time |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |

| | | | | | |
|---------------------------------------|---------------|---------------|---------------|---------------|--------------|
| # Critical Errors in Final Submission | 2 | 2 | 2 | 2 | 2 |
| % Records with Errors in Final Sub. | 14.17 percent | 10.69 percent | 11.01 percent | 12.65 percent | 9.06 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

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

Faculty Staff & Salary Supplementary Information

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/07/22 | 11/30/21 | 10/15/20 | 10/15/19 | 10/04/18 |
| # Submissions to Final | 1 | 1 | 1 | 2 | 1 |
| Timeliness | on time | on time | on time | on time | on time |

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

Summer Graduate Reporting for IPEDS GRS

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|----------------------------|----------|--------------|--------------|--------------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (11/01)* | 10/25/22 | 01/26/22 | 12/17/20 | 11/15/19 | 10/31/18 |
| Timeliness | on time | 42 days late | 45 days late | 14 days late | on time |

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

African American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|----------|-------------|-------------|-------------|----------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Asian American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Bilingual Needs and Bilingual Pay Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/05/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Hispanic Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Native American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

| | | | | | |
|------------------------------------|----------|------|------|------|------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note** | 12/15/22 | 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 fiscal year 23**

Underrepresented Groups Report

| | | | | | |
|-----------------------------------|-------------|--------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 02/10/23 | 03/07/22 | 02/01/21 | 02/28/20 | 01/31/19 |
| Timeliness | on time | 34 days late | on time | on time | on time |

***Due 02/10 in fiscal year23; 02/01 in fiscal year22; 02/02 in fiscal year 21; 02/28 in fiscal year 20; 02/01 in fiscal year 19**

Spring Semester Enrollment Survey

| | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (02/15)* | 02/14/23 | 02/15/22 | 02/17/21 | 02/10/20 | 02/14/19 |
| Timeliness | on time | on time | 2 days late | on time | on time |

***Due 02/10 in fiscal year 20**

Annual Faculty Staff & Salary Data (C3)

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (6/15)* | 06/15/23 | 06/24/22 | 06/11/21 | 06/04/20 | 06/05/19 |
| # Submissions to Final | 5 | 1 | 2 | 2 | 1 |
| Timeliness | on time | 9 days late | on time | on time | on time |
| # Error Codes in Final Submission | 1 | 1 | 2 | 1 | 1 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Critical Errors in Final Submission | 1 | 1 | 1 | 1 | 1 |
| % Records with Errors in Final Sub. | 14.14 percent | 11.74 percent | 15.17 percent | 12.57 percent | 12.40 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 | 4.78 percent | 5.26 percent | 5.56 percent | 4.87 percent | 5.62 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

***Due 06/17 in fiscal year 19**

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

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

Noncredit Course Enrollment Data (N1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---------------|---------------|---------------|---------------|--------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (07/15)* | 08/01/23 | 09/23/22 | 02/03/22 | 01/12/21 | 08/12/19 |
| # Submissions to Final | 2 | 2 | 2 | 2 | 2 |
| Timeliness | 15 days late | 70 days late | 76 days late | 181 days late | 28 days late |
| Duplicated Head Count | 1276 | 749 | 1759 | 3109 | 4047 |
| Unduplicated Head Count | 743 | 588 | 727 | 1869 | 2268 |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 1.49 percent | 4.14 percent | 1.02 percent | 1.48 percent | 1.88 percent |
| % Unknown Age in Final Submission no value or . | 0.39 percent | 0.53 percent | 0.17 percent | 0.23 percent | 0.22 percent |
| % Unknown Age in Final Submission unknown | 0.47 percent | 0.40 percent | 0.34 percent | 0.77 percent | 1.04 percent |
| % Unknown Ethnicity** in Final no value or . | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |
| % Unknown Ethnicity** in Final unknown | 14.34 percent | 11.48 percent | 28.14 percent | 11.19 percent | 7.81 percent |

*Due 07/17 in fiscal year 24; adjusted to 11/19 in fiscal year 22 due to ICCB processing delays

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

Annual Enrollment & Completion Data (A1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (08/01)* | 09/01/23 | 09/20/22 | 09/28/21 | 09/30/20 | 09/03/19 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Submissions to Final | 2 | 2 | 2 | 5 | 1 |
| Timeliness | 30 days late | 50 days late | on time | 58 days late | 33 days late |
| Head Count (total incl. 0 hrs enroll.) | 8311 | 7733 | 8477 | 10521 | 11362 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 4 | 2 | 4 | 4 | 5 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 5.14 percent | 4.84 percent | 8.03 percent | 2.19 percent | 1.60 percent |
| % 0 Cumulative GPA in Final Sub. | 42.27 percent | 40.51 percent | 43.92 percent | 45.85 percent | 49.52 percent |
| % 0 Cumulative Hours in Final Sub. | 40.58 percent | 38.43 percent | 42.39 percent | 44.05 percent | 47.83 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 | 0.93 percent | 0.96 percent | 3.42 percent | 7.42 percent | 9.45 percent |
| % Pell Recipient Coverage in Final Sub. (codes 2,4,5) | 15.47 percent | 16.23 percent | 14.43 percent | 14.59 percent | 13.29 percent |
| % Subsidized Stafford Recipients in Final Sub. (code 2) | 0.14 percent | 0.23 percent | 0.24 percent | 0.25 percent | 0.33 percent |

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

Annual Completions Data (A2)

| | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |

| | | | | | |
|---|--------------|--------------|----------------|--------------|--------------|
| Final Submission – (09/01)* | 09/13/23 | 09/23/22 | 09/15/21 | 09/29/20 | 09/24/19 |
| # Submissions to Final | 3 | 2 | 1 | 2 | 2 |
| Timeliness | 12 days late | 22 days late | on time | 28 days late | 21 days late |
| Record Count (duplicate completions) | 1359 | 1036 | 830 | 1478 | 1194 |
| Total Number of Completions from A1 | 1354 | 1032 | 829 | 1477 | 1194 |
| More Completions on A2 than on A1 or Equal Number | Yes | Yes | Yes | Yes | Yes |
| # Error Codes in Final Submission | 0 | 0 | 2 | 0 | 0 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 0.00 percent | 0.00 percent | 100.00 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 | 0.72 percent | 0.54 percent | 0.92 percent |

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

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

Annual Student ID Submission (ID)

| | | | | | |
|--------------------------------|-------------|--------------|-------------|--------------|--------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (09/01)* | 08/03/23 | 09/23/22 | 10/04/21 | 09/29/20 | 09/18/19 |
| # Submissions to Final | 2 | 3 | 2 | 2 | 3 |
| Timeliness – Data Due | on time | 22 days late | on time | 28 days late | 15 days late |
| Head Count in Final Submission | 8311 | 7733 | 8477 | 10521 | 11362 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| # Error Codes in Final Submission | 4 | 3 | 5 | 5 | 4 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

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

Annual Course Data (AC)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---------------------------------------|--------------|--------------|---------------|---------------|---------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (09/01)* | 08/03/23 | 10/05/22 | 01/18/22 | 10/03/20 | 09/05/19 |
| # Submissions to Final | 1 | 2 | 4 | 1 | 1 |
| Timeliness | on time | 34 days late | 6 days late | 32 days late | 2 days late |
| # Error Codes in Final Submission | 1 | 1 | 2 | 2 | 2 |
| # Critical Errors in Final Submission | 1 | 1 | 1 | 1 | 1 |
| % Records with Errors in Final Sub. | 9.79 percent | 9.59 percent | 12.18 percent | 14.27 percent | 13.53 percent |
| % Dual Credit in Final | 9.17 percent | 8.08 percent | 5.23 percent | 5.55 percent | 4.79 percent |
| % Remedial (PCS 14) in Final | 3.51 percent | 3.89 percent | 3.53 percent | 4.52 percent | 4.53 percent |

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

Fall Term Enrollment Data (E1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|--------------------------------|------------|--------------|--------------|---------------|--------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/03/23 | 11/01/22 | 03/09/22 | 01/21/21 | 12/16/19 |
| # Submissions to Final | 2 | 3 | 5 | 4 | 1 |
| Timeliness | 1 day late | 29 days late | 84 days late | 112 days late | 76 days late |
| Head Count in Final Submission | 5836 | 4787 | 4545 | 4929 | 6521 |

| | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| Discrepancy between E1 & Survey | -6 | -7 | -14 | -69 | -16 |
| # Error Codes in Final Submission | 4 | 3 | 3 | 4 | 4 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 1 | 0 |
| % Records with Errors in Final Sub. | 4.07 percent | 2.77 percent | 4.64 percent | 6.99 percent | 1.36 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 | 99.13 percent | 99.35 percent | 99.98 percent | 99.98 percent | 99.91 percent |

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

Fall Term Enrollment (Web) Survey

| | | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 09/30/22 | 09/30/21 | 09/30/20 | 09/30/19 |
| Timeliness | on time | on time | on time | on time | on time |
| Head Count | 5842 | 4794 | 4559 | 4998 | 6537 |
| Discrepancy between E1 & Survey | +6 | +7 | +14 | +69 | +16 |

* Due 10/02 in fiscal year 24; 10/03 in fiscal year 23

Faculty Staff & Salary Data (C1)

| | | | | | |
|-----------------------------------|-------------|--------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/16/22 | 12/22/21 | 10/02/20 | 10/04/19 | 10/15/18 |
| # Submissions to Final | 2 | 2 | 1 | 2 | 4 |
| Timeliness | on time | 22 days late | on time | on time | on time |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |

| | | | | | |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| # Critical Errors in Final Submission | 2 | 2 | 2 | 2 | 2 |
| % Records with Errors in Final Sub. | 16.85 percent | 17.61 percent | 18.62 percent | 15.47 percent | 11.17 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

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

Faculty Staff & Salary Supplementary Information

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/07/22 | 11/30/21 | 10/15/20 | 10/15/19 | 10/04/18 |
| # Submissions to Final | 1 | 1 | 1 | 2 | 1 |
| Timeliness | on time | on time | on time | on time | on time |

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

Summer Graduate Reporting for IPEDS GRS

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|----------------------------|----------|--------------|--------------|--------------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (11/01)* | 10/25/22 | 01/14/22 | 12/17/20 | 11/15/19 | 10/30/18 |
| Timeliness | on time | 30 days late | 45 days late | 14 days late | on time |

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

African American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|----------|-------------|-------------|-------------|----------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Asian American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Bilingual Needs and Bilingual Pay Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/05/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Hispanic Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Native American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

| | | | | | |
|------------------------------------|----------|------|------|------|------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note** | 12/15/22 | 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 fiscal year 23**

Underrepresented Groups Report

| | | | | | |
|-----------------------------------|-------------|--------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 02/10/23 | 03/07/22 | 02/01/21 | 02/27/20 | 01/31/19 |
| Timeliness | on time | 34 days late | on time | on time | on time |

***Due 02/10 in fiscal year23; 02/01 in fiscal year22; 02/02 in fiscal year 21; 02/28 in fiscal year 20; 02/01 in fiscal year 19**

Spring Semester Enrollment Survey

| | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (02/15)* | 02/14/23 | 02/15/22 | 02/17/21 | 02/10/20 | 02/14/19 |
| Timeliness | on time | on time | 2 days late | on time | on time |

***Due 02/10 in fiscal year 20**

Annual Faculty Staff & Salary Data (C3)

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (6/15)* | 06/15/23 | 06/24/22 | 06/11/21 | 06/04/20 | 06/05/19 |
| # Submissions to Final | 4 | 1 | 2 | 2 | 1 |
| Timeliness | on time | 9 days late | 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. | 22.27 percent | 20.64 percent | 22.51 percent | 21.23 percent | 19.42 percent |
| % Unknown Ethnicity** in Final no value or . | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |
| % Unknown Ethnicity** in Final unknown | 3.74 percent | 4.19 percent | 4.01 percent | 3.69 percent | 3.71 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

***Due 06/17 in fiscal year 19**

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

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

Noncredit Course Enrollment Data (N1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|--------------|--------------|---------------|---------------|---------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (07/15)* | 08/01/23 | 09/23/22 | 02/03/22 | 01/12/21 | 08/06/19 |
| # Submissions to Final | 2 | 3 | 2 | 2 | 1 |
| Timeliness | 15 days late | 70 days late | 76 days late | 181 days late | 22 days late |
| Duplicated Head Count | 1042 | 957 | 1472 | 657 | 975 |
| Unduplicated Head Count | 698 | 707 | 700 | 457 | 708 |
| # Error Codes in Final Submission | 2 | 3 | 2 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 1.34 percent | 1.25 percent | 0.82 percent | 1.37 percent | 1.23 percent |
| % Unknown Age in Final Submission no value or . | 0.00 percent | 0.10 percent | 0.00 percent | 0.15 percent | 0.10 percent |
| % Unknown Age in Final Submission unknown | 0.58 percent | 0.94 percent | 0.68 percent | 1.07 percent | 0.51 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 | 6.81 percent | 9.93 percent | 17.80 percent | 14.92 percent | 20.00 percent |

*Due 07/17 in fiscal year 24; adjusted to 11/19 in fiscal year 22 due to ICCB processing delays

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

Annual Enrollment & Completion Data (A1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (08/01)* | 09/01/23 | 09/20/22 | 09/28/21 | 09/30/20 | 09/03/19 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Submissions to Final | 2 | 2 | 3 | 5 | 1 |
| Timeliness | 30 days late | 50 days late | on time | 58 days late | 33 days late |
| Head Count (total incl. 0 hrs enroll.) | 9363 | 8014 | 8261 | 10928 | 12150 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 3 | 2 | 3 | 6 | 4 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 1 | 0 |
| % Records with Errors in Final Sub. | 8.42 percent | 8.38 percent | 13.70 percent | 3.67 percent | 1.95 percent |
| % 0 Cumulative GPA in Final Sub. | 56.34 percent | 50.80 percent | 47.08 percent | 56.24 percent | 58.41 percent |
| % 0 Cumulative Hours in Final Sub. | 54.64 percent | 49.34 percent | 45.67 percent | 54.84 percent | 56.95 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 | 1.52 percent | 1.42 percent | 3.85 percent | 3.72 percent | 4.46 percent |
| % Pell Recipient Coverage in Final Sub. (codes 2,4,5) | 14.73 percent | 15.54 percent | 14.79 percent | 14.28 percent | 13.52 percent |
| % Subsidized Stafford Recipients in Final Sub. (code 2) | 0.79 percent | 0.66 percent | 0.93 percent | 0.82 percent | 1.07 percent |

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

Annual Completions Data (A2)

| | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |

| | | | | | |
|---|--------------|--------------|----------------|--------------|--------------|
| Final Submission – (09/01)* | 09/13/23 | 09/21/22 | 09/15/21 | 09/29/20 | 09/24/19 |
| # Submissions to Final | 3 | 2 | 1 | 2 | 2 |
| Timeliness | 12 days late | 20 days late | on time | 28 days late | 21 days late |
| Record Count (duplicate completions) | 616 | 713 | 766 | 910 | 673 |
| Total Number of Completions from A1 | 616 | 713 | 766 | 910 | 673 |
| More Completions on A2 than on A1 or Equal Number | Yes | Yes | Yes | Yes | Yes |
| # Error Codes in Final Submission | 0 | 0 | 2 | 0 | 0 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 0.00 percent | 0.00 percent | 100.00 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 | 0.32 percent | 0.14 percent | 0.52 percent | 0.00 percent | 1.19 percent |

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

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

Annual Student ID Submission (ID)

| | | | | | |
|--------------------------------|-------------|--------------|-------------|--------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (09/01)* | 09/06/23 | 09/23/22 | 09/30/21 | 09/29/20 | 09/04/19 |
| # Submissions to Final | 2 | 3 | 3 | 2 | 3 |
| Timeliness – Data Due | 5 days late | 22 days late | on time | 28 days late | 1 day late |
| Head Count in Final Submission | 9363 | 8014 | 8261 | 10928 | 12150 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| # Error Codes in Final Submission | 6 | 4 | 4 | 5 | 5 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

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

Annual Course Data (AC)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (09/01)* | 09/15/23 | 10/05/22 | 01/17/22 | 11/17/20 | 09/05/19 |
| # Submissions to Final | 2 | 3 | 3 | 2 | 1 |
| Timeliness | 14 days late | 34 days late | 5 days late | 77 days late | 2 days late |
| # Error Codes in Final Submission | 5 | 1 | 4 | 3 | 3 |
| # Critical Errors in Final Submission | 4 | 0 | 3 | 2 | 2 |
| % Records with Errors in Final Sub. | 0.07 percent | 0.01 percent | 0.04 percent | 0.45 percent | 0.09 percent |
| % Dual Credit in Final | 3.32 percent | 2.11 percent | 2.03 percent | 1.25 percent | 0.99 percent |
| % Remedial (PCS 14) in Final | 4.80 percent | 4.73 percent | 4.73 percent | 3.98 percent | 3.78 percent |

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

Fall Term Enrollment Data (E1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|--------------------------------|------------|--------------|--------------|---------------|--------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/03/23 | 11/01/22 | 03/09/22 | 01/12/21 | 12/16/19 |
| # Submissions to Final | 2 | 2 | 5 | 3 | 1 |
| Timeliness | 1 day late | 29 days late | 84 days late | 103 days late | 76 days late |
| Head Count in Final Submission | 6185 | 5289 | 4749 | 5186 | 6365 |

| | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| Discrepancy between E1 & Survey | -6 | -6 | -30 | -83 | -9 |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 5.99 percent | 4.70 percent | 6.44 percent | 15.88 percent | 2.52 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 | 99.08 percent | 99.66 percent | 99.94 percent | 99.88 percent | 99.84 percent |

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

Fall Term Enrollment (Web) Survey

| | | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 09/30/22 | 09/30/21 | 09/30/20 | 09/30/19 |
| Timeliness | on time | on time | on time | on time | on time |
| Head Count | 6191 | 5295 | 4779 | 5269 | 6374 |
| Discrepancy between E1 & Survey | +6 | +6 | +30 | +83 | +9 |

* Due 10/02 in fiscal year 24; 10/03 in fiscal year 23

Faculty Staff & Salary Data (C1)

| | | | | | |
|-----------------------------------|-------------|--------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/16/22 | 12/22/21 | 10/02/20 | 10/04/19 | 10/15/18 |
| # Submissions to Final | 3 | 2 | 1 | 1 | 4 |
| Timeliness | on time | 22 days late | on time | on time | on time |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |

| | | | | | |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| # Critical Errors in Final Submission | 2 | 2 | 2 | 2 | 2 |
| % Records with Errors in Final Sub. | 18.13 percent | 13.82 percent | 15.55 percent | 16.87 percent | 10.97 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

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

Faculty Staff & Salary Supplementary Information

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/07/22 | 11/30/21 | 10/15/20 | 10/15/19 | 10/04/18 |
| # Submissions to Final | 1 | 1 | 1 | 2 | 1 |
| Timeliness | on time | on time | on time | on time | on time |

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

Summer Graduate Reporting for IPEDS GRS

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|----------------------------|----------|--------------|--------------|--------------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (11/01)* | 10/25/22 | 01/14/22 | 12/17/20 | 11/15/19 | 10/30/18 |
| Timeliness | on time | 30 days late | 45 days late | 14 days late | on time |

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

African American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|----------|-------------|-------------|-------------|----------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Asian American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Bilingual Needs and Bilingual Pay Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/05/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Hispanic Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/19 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Native American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

| | | | | | |
|------------------------------------|----------|------|------|------|------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note** | 12/15/22 | 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 fiscal year 23**

Underrepresented Groups Report

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 02/10/23 | 02/01/22 | 02/01/21 | 02/27/20 | 01/31/19 |
| Timeliness | on time | on time | on time | on time | on time |

***Due 02/10 in fiscal year23; 02/01 in fiscal year22; 02/02 in fiscal year 21; 02/28 in fiscal year 20; 02/01 in fiscal year 19**

Spring Semester Enrollment Survey

| | | | | | |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (02/15)* | 02/14/23 | 02/15/22 | 02/17/21 | 02/10/20 | 02/14/19 |
| Timeliness | on time | on time | 2 days late | on time | on time |

***Due 02/10 in fiscal year 20**

Annual Faculty Staff & Salary Data (C3)

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (6/15)* | 06/13/23 | 06/24/22 | 06/11/21 | 06/04/20 | 06/05/19 |
| # Submissions to Final | 2 | 1 | 1 | 2 | 1 |
| Timeliness | on time | 9 days late | on time | on time | on time |
| # Error Codes in Final Submission | 1 | 1 | 1 | 2 | 1 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Critical Errors in Final Submission | 1 | 1 | 1 | 1 | 1 |
| % Records with Errors in Final Sub. | 24.55 percent | 20.07 percent | 19.02 percent | 20.02 percent | 20.36 percent |
| % Unknown Ethnicity** in Final no value or . | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |
| % Unknown Ethnicity** in Final unknown | 5.34 percent | 5.44 percent | 5.40 percent | 5.38 percent | 5.49 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

***Due 06/17 in fiscal year 19**

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

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

Noncredit Course Enrollment Data (N1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---------------|---------------|---------------|---------------|--------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (07/15)* | 08/01/23 | 09/23/22 | 02/03/22 | 01/12/21 | 08/06/19 |
| # Submissions to Final | 2 | 3 | 2 | 2 | 1 |
| Timeliness | 15 days late | 70 days late | 76 days late | 181 days late | 22 days late |
| Duplicated Head Count | 1498 | 1292 | 1665 | 3217 | 3954 |
| Unduplicated Head Count | 1119 | 784 | 667 | 1662 | 1949 |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 4.67 percent | 2.48 percent | 5.95 percent | 2.42 percent | 2.73 percent |
| % Unknown Age in Final Submission no value or . | 1.87 percent | 1.01 percent | 2.46 percent | 0.87 percent | 0.91 percent |
| % Unknown Age in Final Submission unknown | 0.67 percent | 1.16 percent | 2.88 percent | 1.12 percent | 0.78 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 | 18.49 percent | 19.66 percent | 11.17 percent | 5.84 percent | 5.16 percent |

*Due 07/17 in fiscal year 24; adjusted to 11/19 in fiscal year 22 due to ICCB processing delays

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

Annual Enrollment & Completion Data (A1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (08/01)* | 09/01/23 | 09/20/22 | 09/28/21 | 10/01/20 | 09/04/19 |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| # Submissions to Final | 2 | 3 | 2 | 6 | 2 |
| Timeliness | 30 days late | 50 days late | on time | 59 days late | 34 days late |
| Head Count (total incl. 0 hrs enroll.) | 12116 | 11621 | 12039 | 14355 | 15343 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 4 | 3 | 3 | 3 | 4 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 6.46 percent | 4.84 percent | 6.72 percent | 2.66 percent | 1.70 percent |
| % 0 Cumulative GPA in Final Sub. | 37.85 percent | 33.70 percent | 29.60 percent | 34.50 percent | 34.88 percent |
| % 0 Cumulative Hours in Final Sub. | 36.25 percent | 31.87 percent | 27.79 percent | 32.52 percent | 32.78 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 | 1.64 percent | 0.91 percent | 2.16 percent | 2.74 percent | 4.54 percent |
| % Pell Recipient Coverage in Final Sub. (codes 2,4,5) | 20.07 percent | 21.65 percent | 21.02 percent | 20.74 percent | 20.40 percent |
| % Subsidized Stafford Recipients in Final Sub. (code 2) | 0.37 percent | 0.38 percent | 0.37 percent | 0.31 percent | 0.62 percent |

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

Annual Completions Data (A2)

| | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |

| | | | | | |
|---|--------------|--------------|----------------|--------------|--------------|
| Final Submission – (09/01)* | 09/13/23 | 09/23/22 | 09/15/21 | 09/29/20 | 09/24/19 |
| # Submissions to Final | 3 | 3 | 1 | 2 | 3 |
| Timeliness | 12 days late | 22 days late | on time | 28 days late | 21 days late |
| Record Count (duplicate completions) | 1284 | 1400 | 1554 | 1925 | 1223 |
| Total Number of Completions from A1 | 1284 | 1399 | 1553 | 1922 | 1222 |
| More Completions on A2 than on A1 or Equal Number | Yes | Yes | Yes | Yes | Yes |
| # Error Codes in Final Submission | 0 | 0 | 2 | 0 | 0 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 0.00 percent | 0.00 percent | 100.00 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 | 0.16 percent | 0.36 percent | 0.00 percent | 0.42 percent | 1.31 percent |

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

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

Annual Student ID Submission (ID)

| | | | | | |
|--------------------------------|-------------|--------------|-------------|--------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (09/01)* | 08/03/23 | 09/23/22 | 10/04/21 | 09/29/20 | 09/04/19 |
| # Submissions to Final | 2 | 4 | 3 | 2 | 4 |
| Timeliness – Data Due | on time | 22 days late | on time | 28 days late | 1 day late |
| Head Count in Final Submission | 12116 | 11621 | 12039 | 14355 | 15343 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---------------------------------------|---|---|---|---|---|
| # Error Codes in Final Submission | 4 | 4 | 5 | 5 | 5 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

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

Annual Course Data (AC)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (09/01)* | 08/03/23 | 10/05/22 | 01/18/22 | 11/17/20 | 09/05/19 |
| # Submissions to Final | 1 | 3 | 3 | 2 | 1 |
| Timeliness | on time | 34 days late | 6 days late | 77 days late | 2 days late |
| # Error Codes in Final Submission | 1 | 2 | 5 | 2 | 3 |
| # Critical Errors in Final Submission | 1 | 1 | 4 | 1 | 2 |
| % Records with Errors in Final Sub. | 0.03 percent | 0.02 percent | 0.04 percent | 0.03 percent | 0.01 percent |
| % Dual Credit in Final | 5.48 percent | 4.83 percent | 3.71 percent | 3.67 percent | 2.55 percent |
| % Remedial (PCS 14) in Final | 4.67 percent | 4.01 percent | 4.24 percent | 5.02 percent | 5.55 percent |

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

Fall Term Enrollment Data (E1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|--------------------------------|----------|--------------|--------------|---------------|--------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 11/01/22 | 03/09/22 | 01/12/21 | 12/16/19 |
| # Submissions to Final | 1 | 3 | 5 | 3 | 1 |
| Timeliness | on time | 29 days late | 84 days late | 103 days late | 76 days late |
| Head Count in Final Submission | 7789 | 7508 | 7236 | 7946 | 8762 |

| | | | | | |
|---|---------------|---------------|---------------|----------------|---------------|
| Discrepancy between E1 & Survey | -1 | +15 | -4 | -7 | +9 |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 5.04 percent | 3.16 percent | 3.53 percent | 6.64 percent | 1.35 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 | 99.61 percent | 99.67 percent | 99.99 percent | 100.00 percent | 99.99 percent |

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

Fall Term Enrollment (Web) Survey

| | | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 10/02/23 | 09/30/22 | 09/30/21 | 09/30/20 | 09/30/19 |
| Timeliness | on time | on time | on time | on time | on time |
| Head Count | 7790 | 7493 | 7240 | 7953 | 8753 |
| Discrepancy between E1 & Survey | +1 | -15 | +4 | +7 | -9 |

* Due 10/02 in fiscal year 24; 10/03 in fiscal year 23

Faculty Staff & Salary Data (C1)

| | | | | | |
|-----------------------------------|-------------|--------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/16/22 | 12/22/21 | 10/14/20 | 10/04/19 | 10/15/18 |
| # Submissions to Final | 2 | 2 | 2 | 1 | 4 |
| Timeliness | on time | 22 days late | on time | on time | on time |
| # Error Codes in Final Submission | 3 | 3 | 3 | 3 | 3 |

| | | | | | |
|---------------------------------------|---------------|---------------|---------------|---------------|--------------|
| # Critical Errors in Final Submission | 2 | 2 | 2 | 2 | 2 |
| % Records with Errors in Final Sub. | 19.69 percent | 15.82 percent | 15.47 percent | 14.72 percent | 7.58 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

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

Faculty Staff & Salary Supplementary Information

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------|----------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (10/15)* | 10/07/22 | 11/30/21 | 10/15/20 | 10/15/19 | 10/04/18 |
| # Submissions to Final | 1 | 1 | 1 | 2 | 1 |
| Timeliness | on time | on time | on time | on time | on time |

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

Summer Graduate Reporting for IPEDS GRS

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|----------------------------|----------|--------------|--------------|--------------|----------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (11/01)* | 10/25/22 | 01/14/22 | 12/17/20 | 11/15/19 | 10/30/18 |
| Timeliness | on time | 30 days late | 45 days late | 14 days late | on time |

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

African American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|----------|-------------|-------------|-------------|----------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/18 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Asian American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/18 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Bilingual Needs and Bilingual Pay Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/05/18 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Hispanic Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 12/15/22 | 01/20/22 | 12/15/20 | 01/17/20 | 02/01/18 |
| Timeliness | on time | 6 days late | 6 days late | 2 days late | on time |

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

Native American Employment Plan Survey

| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
|------------------------------|-------------|-------------|-------------|-------------|-------------|

| | | | | | |
|------------------------------------|----------|------|------|------|------|
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note** | 12/15/22 | 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 fiscal year 23**

Underrepresented Groups Report

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2022 | 2021 | 2020 | 2019 | 2018 |
| Final Submission Varies See Note* | 02/09/23 | 02/01/22 | 02/01/21 | 02/27/20 | 01/31/19 |
| Timeliness | on time | on time | on time | on time | on time |

***Due 02/10 in fiscal year23; 02/01 in fiscal year22; 02/02 in fiscal year 21; 02/28 in fiscal year 20; 02/01 in fiscal year 19**

Spring Semester Enrollment Survey

| | | | | | |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission (02/15)* | 02/14/23 | 02/15/22 | 02/17/21 | 02/10/20 | 02/14/19 |
| Timeliness | on time | on time | 2 days late | on time | on time |

***Due 02/10 in fiscal year 20**

Annual Faculty Staff & Salary Data (C3)

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2023 | 2022 | 2021 | 2020 | 2019 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission – (6/15)* | 06/13/23 | 06/24/22 | 06/11/21 | 06/04/20 | 06/05/19 |
| # Submissions to Final | 3 | 1 | 1 | 2 | 1 |
| Timeliness | on time | 9 days late | 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. | 20.68 percent | 15.70 percent | 15.66 percent | 14.33 percent | 14.68 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 | 4.99 percent | 4.77 percent | 5.27 percent | 4.46 percent | 4.32 percent |
| % Unknown Employment Class (8) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

***Due 06/17 in fiscal year 19**

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



RECOGNITION REPORT

SHAWNEE COMMUNITY COLLEGE

January 2025

**Illinois Community College Board
Recognition Report
For Shawnee Community College
January 2025**

Introduction

During fiscal year 2023-24, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Shawnee Community College, District 531. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Shawnee Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. Instruction

1. Degrees and Certificates

A comparison between Shawnee Community College's 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 as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i).

Compliance Recommendation: None.

2. Articulation

Shawnee 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 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 college reviewed admissions, course placement, and graduation procedures. The college has implemented a multiple measures approach to placement. Course evaluation process and evaluation of faculty and students were reviewed to ensure academic control. The Vice President or designee evaluates faculty and oversees the Faculty Assessment Program. The college noted that it has created a process to observe all adjunct faculty members in fiscal year 2024 and are still in process of completing this work. The college also works to update

college advisors at biweekly Advisor Information Meetings (AIM) and hosts an annual school counselor retreat.

Compliance Recommendations: None.

4. Curriculum

4a) A comparison between Shawnee Community College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in 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 Shawnee Community College's 2024 Recognition review, the following dual credit information was examined to determine if institutional policies and practices are in compliance with ICCB Administrative Rules 1501.313: 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 2023 and 50 from fiscal year 2024. 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 2023 and 2024, 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. Shawnee Community College provided samples of current Memorandums of Understanding.

Instructors

During fiscal years 2023 through 2024, it was reported that 51 instructors taught transfer (1.1) dual credit courses. Staff determined that all other instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework.

It was also reported that 14 instructors taught career and technical education (1.2) dual credit courses. Based on the information provided, ICCB staff determined that all instructors met the minimum 2,000 hours of relevant occupational experience required to teach 1.2 dual credit coursework.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that all students from fiscal year 2023 and 2024 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.

Compliance Recommendation: None.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The college has built a structure and timeline that supports the systematic process for academic assessment including data-informed decision-making processes to improve learning, curriculum and teaching. The college incorporates processes to analyze both learning outcomes and General Education Core Competency data as well as data to ensure program are aligned with their Core Competencies. In addition, the college has updated CTE program curriculum maps and have incorporated multiple measures for math and English placement into their curriculum.

Compliance Recommendation: None.

7. Student Evaluation

Shawnee Community College 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 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 college maintains resources for professional development activities for faculty that focus on enhancing teaching and scholarship. In addition, other areas of focus include developing online courses, active learning strategies, instructional methodology, and use of classroom technology. Professional development materials and resources meet standards for accessibility for both faculty and students.

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.

The college provided transcripts and relevant work experience evidence for all of the courses requested. The ICCB review of the faculty transcripts provided by the college showed that one faculty members 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), Shawnee Community College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. 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: The faculty identified by ICCB is representative of the process SCC uses for assigning courses that are negotiated through the ILCCO (Illinois Community Colleges Online) platform. Determination of faculty qualifications are made by the institution hosting the course and may not be immediately shared with the partner institution (SCC). We rely on the host institution to ensure faculty qualifications are appropriate as this platform is shared among all Illinois community colleges and hosted through ICCB and all are subject to the same Administrative Rules.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, Shawnee Community College reviewed their college procedures, CAREER Agreement Form, website, college catalog, and pertinent information regarding cooperative agreements. Currently, the college participates in an agreement with John A. Logan College for construction management dual credit courses. The college also participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been adopted by all 39 Illinois community college districts. The regional community colleges Shawnee Community College works most closely with are John A. Logan College, Kaskaskia College, Rend Lake College, and Southeastern Illinois College. The college noted that the Registrar maintains a comprehensive file of all CAREER Agreement forms and submits the required form to ICCB.

The following items of the college were reviewed: the self-study, the college's website, and the college's course catalog (online). Shawnee Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. No issues were found.

Compliance Recommendation: None.

Advisory Recommendation: 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.

College Response: We acknowledge the Public Act 103-0159 and will adhere to the CAREER agreement statute. Currently, the College has the CAREER agreement on the website at <https://shawneecc.edu/admissions/registrar/>.

10. Program Review/Results

After reviewing Shawnee 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 Shawnee Community College (SCC) is designed to support new students with their academic planning and transitional needs, as well as to help all students succeed throughout their program. All Student Affairs staff participated in Mental Health First Aid Training so that all staff can recognize signs of mental health distress and respond appropriately. The Advisor Information Meeting (AIM) meets bi-monthly to review and improve processes and procedures, analyze key performance indicators, and troubleshoot student issues. Advisors can be reached via telephone or email to assist students who take classes off-campus or have questions after regular operating hours. Each advisor is assigned to a high school within the district, ensuring that SCC is present at all 12 district high schools. The advisors also assist the Financial Aid Office with financial aid planning for high school seniors, including facilitating FAFSA completion nights and helping with scholarship applications. Additionally, the advisement staff conducts advisement sessions in the high schools, enrolls students in dual credit courses, and checks Accuplacer scores for dual credit sections.

Compliance Recommendation: None.

B: Financial Aid

Shawnee provided a holistic review of its Financial Aid Department. The Office of Student Financial Assistance provides students with information and essential services. Students receive information and assistance with FAFSA submission, award notification, and reminders on missing documents. Financial aid personnel host FAFSA completion events at the main campus and all extension centers. The college also hired two outside entities to assist in determining the necessary updates to the Financial Aid Department in 2023. One was a consultant with many years of financial aid experience who performed an audit and provided improvement recommendations. The other entity was CampusWorks.

Recommendations from the audit are continually being implemented to serve the students better.

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: Shawnee Community College is not currently participating in the Federal Direct Student Loan program. As a result, students are not eligible for federal student loans through the college. More information on financial aid options can be found at <https://shawneecc.edu/financial-aid/information/>.

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. A new coordinator was put into place and was charged with enhancing career services with all students. During visits to high schools, advisors partner with the Career Services Office to conduct career exploration activities using the Career Coach Assessment.

Compliance Recommendation: None.

D: Support Services

Shawnee 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. Shawnee Community College coordinates with all district high schools by providing academic, financial, and career pathways information to students. The college employs a licensed clinical social worker with the job title of Counselor/Advisor who is now directly in the Student Success department. Web and in-person services are available for students with disabilities. Veterans receive targeted information pertinent to their needs.

Compliance Recommendation: None.

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

Shawnee 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 between 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.

1. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at Shawnee Community College on October 25, 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 208 students in fiscal year 2023 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 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five 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.

In 2022, Public Act 102-800 was revised to address active duty and certain military veterans. Specifically, if a person is on active duty or is an individual entitled to assistance as described in 38 U.S.C. 3679(c), then the board shall deem that person an in-district resident for tuition purposes.

Based on the review, the college properly classifies students for reporting purposes. However, the college does not have a detailed residency policy that addresses students described in the general, district, and special provisions or students considered active duty or military veterans. The college is working diligently to revise their Residency policy.

Compliance Recommendation: None.

Advisory Recommendation: ICCB recommends the college clarify its Residency Policy with respect to aspects of the definition of residency not explicitly reflected in the current policy to comply with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.501, and P.A. 102-800.

College Response: The Registrar has added the requirements to the Residency Policy, and the revised policy has been approved.

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 2021 through 2023, 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) was reviewed by ICCB staff for all findings. There was only one finding noted over the three-year period. The CAP for the finding was provided and appears to be adequate.

Based on the review of the Grant Accountability and Transparency Act (GATA) Implementation Website, the college did not review the management decision letter (MDL) for three audit cases. The college will develop a new procedure to review and approve the MDL in GATA.

Compliance Recommendation: None.

Advisory Recommendation: The college must ensure audit processes include reviewing the MDL in order to address audit review statements concerning the adequacy of the proposed corrective actions to address the findings. The review of the MDL is implied within the broader context of audit requirements and corrective actions. (See 2 CFR 200.508 and 2 CFR 200.511.)

College Response: The College Administration does review the Management and Discussion Letter after the Audit Report is issued. However, on the GATA online portal, the box was not checked that stated the Management and Discussion Letter was reviewed. The College has created a procedure to ensure that the GATA online portal is updated after the Final Audit Report.

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 2015 Facilities Master Plan (FMP) and noted a new FMP is currently being written. The tentative completion date is January 2025. The college also

has a multi-year financial planning document to track projects through 2029. The FMP and self-study 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.

4a. Employee Contracts

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

According to 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. Board minutes, board packets, and annual performance criteria and goals must be made available to the public on the district's official website.

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 are four contractual employee positions, including the President's position.

The employment contract for the President met all law specifications and most notice provisions required by law. The performance criteria and goals concerning the President were not made available to the public on the community college's website per 110 ILCS 805/3-70 and 23 IL Admin. Code 1501.804.

The employment contracts for the Vice Presidents met most law specifications and all notice provisions required by law. The employment contract states it will be "deemed extended for an additional one (1) year period" if the Board fails to notify the employee of a non-renewal. Employment contracts must not contain any automatic rollover clauses per 110 ILCS 805/3-65.

Compliance Recommendation: The college must ensure employment contracts comply with 110 ILCS 805, 5 ILCS 415 and 23 IL Admin. Code 1501.803 and amend any active contracts that do not meet the criteria in those laws and regulations. Any annual performance criteria and goals established for the President must be posted on the districts' official website (110 ILCS 805/3-70 and 23 IL Admin. Code 1501.804).

College Response: The college has amended all active contracts that did not meet the criteria of the laws and regulations. The Board of Trustees has not completed the president's annual performance evaluation. The established goals will be posted on the district's official website when completed.

2. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board data submissions by Shawnee 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 14 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2024 is up to \$69,733 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.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Shawnee Community College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2025 and fiscal year 2023 submissions were finalized about one month late, the fiscal year 2024 submission was more than three weeks late, and the fiscal year 2021 submission was finalized three days past the reporting deadline. The submissions took between six and 29 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 five percent and 44 percent. The proportion of records with Pell Recipient was about 21 percent and with Subsidized Stafford Recipient was zero 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 one day late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Shawnee Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from five 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 less than four percent across the years reviewed. There were more completions on the A2 than on the A1 submission in the four years reviewed. The A2 submission originally collected the same completions as the A1 submission, which was limited to three completions, but the A2 allowed for more than three completions to be reported. Starting in fiscal year 2025, all of the completion details are reported only in the A2, so this check against the A1 is no longer needed.

The **Annual Course (AC)** data submission began in fiscal year 2011. Shawnee Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2023 submission was finalized one week past the reporting deadline. The number of submissions needed to finalize the data ranged from six to 11, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in four of the past five years; the fiscal year 2023 submission was finalized four days late. The number of submissions needed to finalize the data ranged from seven to 12, and there were no critical errors in the final submissions in five of the five years reviewed. Shawnee Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2023 submission was finalized four days late, and the fiscal year 2022 submission was finalized three days past the reporting deadline. There has been consistency between the Fall Enrollment Survey and the E1 submission in two of the five years reviewed; there was a small discrepancy with the fiscal year 2024 submission (seven records), the fiscal year 2022 submission (19 records), and with the fiscal year 2020 submission (six records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Shawnee Community College data submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2024 submission was finalized three days past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed and ranged between zero percent and less than two percent of records having unknown age across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between four percent and 42 percent across the five years studied.

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 2024 submission was finalized two weeks late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in 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 and fiscal year 2020 submissions were both finalized two weeks past the reporting deadline. The number of submissions required to finalize these data ranged from four to eight. 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. Shawnee Community College met the submission deadline in four of the past five years reviewed; the fiscal year 2023 submission was finalized nearly one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one 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. Shawnee 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 two of the two years 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 Shawnee Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)** and the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response: We acknowledge the recommendation to enhance the timeliness of the Annual Enrollment and Completion Data (A1) and to improve the consistency between the Fall Term Enrollment Data (E1) and the Fall Enrollment Survey. In response, we will implement the following measures: We will review our internal data reporting deadlines, conduct internal consistency checks the E1 and Fall Enrollment Survey, and have posted for a data reporting specialist who will be trained to ensure data submissions have been timely, accurate, and complete.

Appendix A

Shawnee Community College (531) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

| Fiscal Year Collected | 2025 | 2024 | 2023 | 2022 | 2021 |
|--|--------------|---------------|---------------|--------------|---------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (07/15)* | 07/02/24 | 07/20/23 | 07/15/22 | 06/22/21 | 07/14/20 |
| # Submissions to Final | 3 | 4 | 4 | 3 | 4 |
| Timeliness | on time | 3 days late | on time | on time | on time |
| Duplicated Head Count | 1320 | 1530 | 829 | 388 | 1018 |
| Unduplicated Head Count | 932 | 1118 | 662 | 309 | 851 |
| # Error Codes in Final Submission | 1 | 2 | 1 | 0 | 2 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 5.68 percent | 2.55 percent | 0.60 percent | 0.00 percent | 0.59 percent |
| % Unknown Age in Final Submission no value or . | 0.00 percent | 0.33 percent | 0.60 percent | 0.00 percent | 0.20 percent |
| % Unknown Age in Final Submission unknown | 1.21 percent | 1.57 percent | 0.00 percent | 0.00 percent | 0.00 percent |
| % Unknown Ethnicity in Final unknown | 4.24 percent | 14.38 percent | 10.49 percent | 8.25 percent | 42.04 percent |

*Due 07/17 in FY 24; adjusted to 11/19 in FY 22 due to ICCB processing delays

Annual Enrollment & Completion Data (A1)

| Fiscal Year Collected | 2025 | 2024 | 2023 | 2022 | 2021 |
|--|--------------|--------------|--------------|----------|-------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (08/01)* | 08/30/24 | 08/25/23 | 09/02/22 | 10/04/21 | 08/06/20 |
| # Submissions to Final | 26 | 28 | 19 | 6 | 29 |
| Timeliness | 29 days late | 23 days late | 32 days late | on time | 3 days late |
| Head Count (total incl. o hrs enroll.) | 2819 | 2807 | 2762 | 2706 | 3021 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 2 | 2 | 2 | 5 | 2 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| % Records with Errors in Final Sub. | 1.02 percent | 1.92 percent | 1.59 percent | 1.84 percent | 0.66 percent |
| % o Cumulative GPA in Final Sub. | 45.83 percent | 45.49 percent | 42.94 percent | 41.28 percent | 40.98 percent |
| % o Cumulative Hours in Final Sub. | 45.02 percent | 44.53 percent | 42.03 percent | 40.61 percent | 40.25 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 | 4.54 percent | 34.84 percent | 43.77 percent | 37.92 percent | 28.57 percent |
| % Pell Recipient Coverage in Final Sub. (codes 2,4,5) | 20.68 percent | 21.48 percent | 20.96 percent | 21.58 percent | 22.74 percent |
| % Subsidized Stafford Recipients in Final Sub. (code 2) | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent | 0.00 percent |

* Due 8/02 in FY 24; 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 | 2025 | 2024 | 2023 | 2022 | 2021 |
|---|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (09/01)* | 08/09/24 | 08/25/23 | 08/31/22 | 10/04/21 | 08/14/20 |
| # Submissions to Final | 5 | 6 | 8 | 8 | 8 |
| Timeliness | on time | on time | on time | on time | on time |
| Record Count (duplicate completions) | 622 | 503 | 550 | 579 | 568 |
| Total Number of Completions from A1 | N/A | 480 | 518 | 556 | 545 |
| More Completions on A2 than on A1 or Equal Number | N/A | 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 | 2.57 percent | 0.80 percent | 2.55 percent | 1.90 percent | 3.70 percent |
|--|--------------|--------------|--------------|--------------|--------------|

* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

**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 | 2025 | 2024 | 2023 | 2022 | 2021 |
|---------------------------------------|----------|----------|------------|----------|----------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission (09/01)* | 08/15/24 | 08/10/23 | 09/02/22 | 09/22/21 | 08/24/20 |
| # Submissions to Final | 7 | 7 | 7 | 5 | 11 |
| Timeliness – Data Due | on time | on time | 1 day late | on time | on time |
| Head Count in Final Submission | 2819 | 2807 | 2762 | 2706 | 3021 |
| Discrepancy between A1 & ID | 0 | 0 | 0 | 0 | 0 |
| # Error Codes in Final Submission | 0 | 0 | 0 | 0 | 0 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |

* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Course Data (AC)

| Fiscal Year Collected | 2025 | 2024 | 2023 | 2022 | 2021 |
|---------------------------------------|---------------|---------------|---------------|---------------|--------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (09/01)* | 08/15/24 | 08/18/23 | 09/08/22 | 12/07/21 | 08/21/20 |
| # Submissions to Final | 11 | 7 | 8 | 6 | 10 |
| Timeliness | on time | on time | 7 days late | on time | on time |
| # 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 |
| % Dual Credit in Final | 16.12 percent | 15.21 percent | 10.03 percent | 11.70 percent | 9.50 percent |
| % Remedial (PCS 14) in Final | 1.00 percent | 1.66 percent | 1.57 percent | 3.01 percent | 3.55 percent |

* Due 09/03 in FY 25; adjusted to 01/12 in FY 22 due to ICCB processing delays

Fall Term Enrollment Data (E1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------|------|------|------|------|------|
|-----------------------|------|------|------|------|------|

| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
|--|---------------|---------------|---------------|---------------|---------------|
| Final Submission – (10/01)* | 09/20/23 | 10/07/22 | 12/09/21 | 09/10/20 | 09/17/19 |
| # Submissions to Final | 7 | 11 | 10 | 12 | 7 |
| Timeliness | on time | 4 days late | on time | on time | on time |
| Head Count in Final Submission | 1142 | 1174 | 1054 | 1176 | 1083 |
| Discrepancy between E1 & Survey | -7 | 0 | -19 | 0 | -6 |
| # Error Codes in Final Submission | 0 | 0 | 0 | 1 | 1 |
| # Critical Errors in Final Submission | 0 | 0 | 0 | 0 | 0 |
| % Records with Errors in Final Sub. | 0.00 percent | 0.00 percent | 0.00 percent | 0.08 percent | 0.18 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 | 95.62 percent | 94.72 percent | 93.45 percent | 93.71 percent | 93.07 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 <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (10/01)* | 09/25/23 | 10/07/22 | 10/04/21 | 09/11/20 | 09/24/19 |
| Timeliness | on time | 4 days late | 3 days late | on time | on time |
| Head Count | 1149 | 1174 | 1073 | 1176 | 1089 |
| Discrepancy between E1 & Survey | +7 | 0 | +19 | 0 | +6 |

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

Summer Graduate Reporting for IPEDS GRS

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|----------------------------------|--------------|----------|----------|----------|----------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission (11/01)* | 11/15/23 | 10/21/22 | 11/22/21 | 10/14/20 | 10/31/19 |
| Timeliness | 14 days 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

Faculty Staff & Salary Data (C1)

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (11/15)* | 11/15/23 | 10/31/22 | 11/19/21 | 10/15/20 | 10/29/19 |
| # Submissions to Final | 6 | 8 | 7 | 4 | 7 |
| Timeliness | on time | 14 days late | on time | on time | 14 days late |
| # Error Codes in Final Submission | 2 | 1 | 1 | 2 | 1 |
| # Critical Errors in Final Submission | 1 | 1 | 1 | 2 | 1 |
| % Records with Errors in Final Sub. | 4.76 percent | 6.02 percent | 5.32 percent | 3.59 percent | 7.05 percent |
| % Unknown Employment Class (8) | 7.74 percent | 6.02 percent | 5.33 percent | 7.19 percent | 7.06 percent |

* Due date updated from 10/15 to 11/15 starting FY 24; due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays;
due 10/15 in FY 21 and FY 20

Faculty Staff & Salary Supplementary Information

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (11/15)* | 11/09/23 | 10/04/22 | 11/23/21 | 10/13/20 | 10/03/19 |
| # Submissions to Final | 1 | 1 | 1 | 1 | 2 |
| Timeliness | on time | on time | on time | on time | on time |

* Due date updated from 10/15 to 11/15 starting FY 24; due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays;
due 10/15 in FY 21 and FY 20

African American Employment Plan Survey

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission Varies See Note* | 11/30/23 | 12/07/22 | 01/13/22 | 12/02/20 | 01/08/20 |
| Timeliness | on time | on time | on time | on time | on time |

*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

Asian American Employment Plan Survey

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |

| | | | | | |
|-----------------------------------|----------|----------|----------|----------|----------|
| Final Submission Varies See Note* | 11/30/23 | 12/07/22 | 01/13/22 | 12/07/20 | 01/08/20 |
| Timeliness | on time | on time | on time | on time | on time |

*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

Bilingual Needs and Bilingual Pay Survey

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission Varies See Note* | 11/30/23 | 12/07/22 | 01/13/22 | 12/08/20 | 01/15/20 |
| Timeliness | on time | on time | on time | on time | on time |

*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

Hispanic Employment Plan Survey

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission Varies See Note* | 11/30/23 | 12/07/22 | 01/13/22 | 12/08/20 | 01/08/20 |
| Timeliness | on time | on time | on time | on time | on time |

*Due 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20

Native American Employment Plan Survey

| | | | | | |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission Varies See Note** | 11/30/23 | 12/07/22 | N/A* | N/A* | N/C |
| Timeliness | on time | on time | N/A* | N/A* | N/C |

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

** Due 12/08 in FY 24; 12/15 in FY 23

Underrepresented Groups Report

| | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
| Fiscal Year <i>of Data</i> | 2023 | 2022 | 2021 | 2020 | 2019 |
| Final Submission Varies See Note* | 01/23/24 | 02/06/23 | 02/01/22 | 02/01/21 | 02/25/20 |
| Timeliness | on time | on time | on time | on time | on time |

*Due 02/01 in FY 24; 02/10 in FY23; 02/01 in FY22; 02/02 in FY 21; 02/28 in FY 20

Spring Semester Enrollment Survey

| Fiscal Year Collected | 2024 | 2023 | 2022 | 2021 | 2020 |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission (02/15)* | 01/26/24 | 02/02/23 | 02/01/22 | 01/28/21 | 01/28/20 |
| 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 | 2024 | 2023 | 2022 | 2021 | 2020 |
|--|--------------|--------------|--------------|--------------|--------------|
| Fiscal Year <i>of Data</i> | 2024 | 2023 | 2022 | 2021 | 2020 |
| Final Submission – (6/15)* | 06/12/24 | 07/11/23 | 06/07/22 | 06/08/21 | 06/15/20 |
| # Submissions to Final | 6 | 8 | 4 | 1 | 3 |
| Timeliness | on time | 26 days late | 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. | 2.24 percent | 7.62 percent | 3.58 percent | 3.55 percent | 2.60 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 | 0.00 percent | 0.42 percent | 0.00 percent | 0.00 percent | 4.78 percent |
| % Unknown Employment Class (8) | 5.38 percent | 5.93 percent | 6.28 percent | 4.57 percent | 6.52 percent |

* Due 06/17 in FY 24 and FY 19

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

UNAPPROVED

Agenda
463rd Meeting of the
Illinois Community College Board

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

December 6, 2024

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the December 6, 2024, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:30 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Maureen Banks, Mara Botman, Craig Bradley, An-Me Chung, Marlon McClinton, Larry Peterson, Teresa Garate, and Sylvia Jenkins were present. Lisa Dziekan, Aubrey Hebenstreit, student board member, and George Evans attended virtually and will be voted into the meeting. A quorum was declared.

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

Chair Lopez welcomed everyone to the December 6th Board meeting. He took a moment to express his deepest gratitude to the Board members and ICCB staff for their dedication to the mission of the Illinois Community College Board and the broader community college system. He then went on to highlight ways the ICCB has advanced the Board goals and supported the system: the focus on equity and inclusion has helped ensure that the colleges remain accessible to all, providing opportunities for students from every background to succeed; the work to smooth transitions, whether from high school to college, from two-year to four-year institutions, or into the workforce—has been instrumental in creating clear and attainable pathways for students; the dedication to economic and workforce development has supported programs that align with the state’s evolving industry needs, fostering stronger connections between education and employment. For example, ICCB’s “Behind Every Employer Campaign” has worked to connect the Illinois Community College System and its adult education provider network to increase awareness among employers, with over 100 employer leads shared with colleges and 3.35 million impressions (and over 5,000 clicks) across Meta and LinkedIn.

Chair Lopez acknowledged the new Board member, Ms. Lisa Dziekan. She was unable to attend this meeting; however, she will attend in January. Student Board Member Aubrey Hebenstreit could not attend today's meeting due to finals, but she has resigned her seat as she will be leaving Lakeland College and enrolling at the University of Illinois in Springfield in the Spring. While she was not with the Board for very long, she did a great job, and ICCB wishes her the best.

Chair Lopez mentioned how important the Illinois Community College Funding Working Group work is and has been. There has been a lot of explanation on how the system is funded and what the important elements of that discussion is by participating in these meetings. There has been a lot of clarity emerging around needs and plenty of additional work that we must take on.

As the ICCB prepares for the upcoming General Assembly session, the focus must remain on advocating for the community college system amid the broader fiscal challenges facing Illinois. The projected \$3.2 billion deficit presents significant obstacles, but it also underscores the importance of our role in driving economic growth and opportunity. As the largest workforce training provider in the state, community colleges are part of the solution.

The IL Community College Board is changing the location of the January 31, 2025 Board meeting from its usual location at the Harry L. Crisp II Community College Center in Springfield to the Illinois Central College (ICC) campus. The change in venue will provide an opportunity for Board members to tour a facility of the ICC campus.

Item #2.1 - January 31, 2024 Board Meeting Location Change

Mara Botman made a motion, which was seconded by Teresa Garate, to approve the following motion:

The Illinois Community College Board hereby changes the location of the January 31, 2025 Board meeting location to Illinois Central College in Peoria.

The motion was approved via unanimous voice vote.

Item #3 - Board Member Comments

There were no Board comments

Item #3.1 - Illinois Board of Higher Education Report

Dr. Sylvia Jenkins stated the last meeting was held on November 13, 2024 at Lake Land Community College and the University of Illinois Chicago. A lengthy report was given by Lorenzo Baber, Ph.D., Professor of Higher Education, Department of Education, Organization, Policy and Leadership | Director, Office of Community College Research and Leadership, UIUC and OiYan Poon, Ph.D., Co-Director, College Admissions Futures Co-Lab, Adjunct Associate Professor, Department of Education, Organization, Policy and Leadership, University of Maryland, College Park and UIU, on Equity Plans and Practices Update. The Board also approved many items including the approval of New Units of Instruction for the Community Colleges and the Non-Instructional Capital Improvement Project.

Item #3.2 - ICCB's Adequacy and Equity in Community College Funding Work Group

Larry Peterson reported the Working Group held its 3rd meeting on November 15th in Schaumburg and in conjunction with the ICCTA meeting. There was also a joint subcommittee meeting on December 4th. Over the course of the past few meetings, the group has been coalescing around some proposed recommendations. During this meeting, the Group heard from the Partnership for College Completion who discussed how underfunded the system is and shared a report they released that made that point, arguing for full funding of the community college system. The proposed recommendations:

- The first is really about a lot of analysis, particularly around some areas the true cost of instruction, alternatives to the credit hour, infrastructure, and deferred maintenance, among other areas.
- The second recommendation is focused on the establishment of a base funding amount for operating a college.
- The third recommendation centers on meeting equity needs for students and providing flexibility for institutions to meet those needs.
- The fourth recommendation focuses on stabilizing (“fixing”) equalization.
- The fifth recommendation is about building some consistency around dual credit.

The next meeting is January 23rd in Chicago, where the working group will be voting on these recommendations. The plan is for the Board to get the final report in March from this group. As a board, these recommendations will have to prioritize across these many areas.

Item #4 – Executive Director Report

Executive Director Brian Durham started by introducing new hires for the ICCB staff: Daniel Adjei-Mantey, LeNie Adolphson, Courtney Hamm, Katie Velez, Sarah VanKirkley, Stephanie Sloan, Bright Akuamoah Boateng, Ahja Howard, Simon, Latorya Simon, Shontae Lane, and Mark Mesle.

He went on to state that ICCB staff had a lengthy meeting with Governor Pritzker discussing priorities for the community college system, enrollment and how AI opportunities will be integrated into the community colleges.

The ICCB staff is working closely with Board member Teresa Garate on the substance abuse training grant.

ICCB staff distributed equity plans to the community colleges and are now looking at next steps.

Item #5 - Advisory Organizations

Item #5.1 - Illinois Council of Community College Presidents

There was no report.

Item #5.2 - Adult Education and Family Literacy Council

Dr. Margaret Segersten provided an update on the Advisory's various committee's work. The key areas of focus included alternative placement for students, high school equivalency analysis, and revising the funding formula methodology.

Item #5.3 - Illinois Community College Trustees Association

Mr. Jim Reed discussed the strategic plan for 2025-2027 and legislative priorities. There was an emphasis on the community college baccalaureate, enhancing transfer and articulation policies, and preparing for the future workforce.

Item #5.4 – Student Advisory Council

Ms. Aubrey recently resigned from her position as Student board member. She will be graduating and enrolling in the University of Illinois in Springfield. There was no report.

Item #5.5 - Illinois Community College Faculty Association

Dr. Julia Dilbert was unable to attend the meeting.

Item #6 - Committee Reports

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

The committee met on the morning of December 6th at 8:00a with Larry Peterson, Sylvia, Jenkins, Teresa Garate, and An-Me Chung in attendance. The following items were discussed: Marketing & Communications Update: going to have a bigger space in the State fair in 2025, community colleges participated in a food drive recently; Adoption of Spring 2025 Legislative Agenda; Fiscal Year 2025 Grants Update; Fiscal Year 2026 Budget Development; Fall 2023 Enrollment Report; Illinois Postsecondary Profiles (Higher Education Data Dashboard) Update; and Administrative Rules Update.

Item #6.1a - Fall 2024 IL Community College Opening Enrollment Report

Nathan Wilson shared information from the Fall 2024 Illinois Community College Opening Enrollment Report. Specifically, Fall 2024 enrollment by instructional categories and other areas were examined. Additionally, preliminary analysis by demography was provided as well as enrollment comparisons to trends nationally.

Item #6.1b - Spring 2024 Legislative Agenda

Craig Bradley made a motion, which was seconded by Teresa Garate, to approve the following motion:

The Illinois Community College Board hereby approves the following Spring 2025 Legislative Agenda and authorizes board staff to introduce legislation to enact Agenda:

1. Transfer Transparency
2. Community College Baccalaureate Degree
3. ICCB Student Board Member Scholarship
4. Sexual Misconduct Climate Survey

The motion was approved via unanimous voice vote.

At this time, the Board took a break at 10:54 a.m. and returned at 11:00 a.m.

Item #6.2 - Academic, Workforce, and Student Support

The committee met on the morning of December 6th at 8:00a with Mara Botman, Marlon McClinton, Maureen Banks, and Craig Bradley in attendance. The committee discussed the following: Career & Technical Education Report; Department of Energy Grant; High School Equivalency Rules; and New Units of Instruction.

Item #7 - Fiscal Year 2026 ICCB Budget Recommendations

ICCB staff gave a brief presentation on the Illinois Community College Board's fiscal year 2026 operations, grants, and capital budget requests. These reflect funding for core priorities and is consistent with the Board's goals. The request focuses on increasing access and success for low-income and minority students; expanding opportunities for workforce training programs that are critical to moving people out of poverty and addressing workforce shortages; and increasing the state's investment in the community college system to ensure colleges have the resources needed for student success. The capital budget request contains three components: recommended funding allocations to all projects that have been appropriated but not funded, capital renewal grants, and college specific projects. The Board then voted on the Fiscal Year 2026 ICCB Budget Recommendations.

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

The Illinois Community College Board hereby:

1. Approves the fiscal year 2026 Operations and Grants Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;
2. Approves the fiscal year 2026 Capital Budget Request for the Illinois Community College System as presented in the attached Table 3 and Table 4;
3. Authorizes the submission of the requests to the Illinois Board of Higher Education; and
4. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

The motion was approved via unanimous voice vote.

Item #8 - New Units

Sylvia Jenkins made a motion, which was seconded by Marlon McClinton, to approve the following motion:

Item #8.1 - Carl Sandburg College, Harper College, Southwestern Illinois College

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

PERMANENT PROGRAM APPROVAL

Carl Sandburg College

- Automotive Technology Associate of Applied Science (A.A.S.) degree (61 credit hours)

Harper College

- Associate in Fine Arts (AFA): Music Production (67 credit hours)

Southwestern Illinois College

- Cannabis Cultivation and Processing Certificate (32 credit hours)

The motion was approved via unanimous voice vote.

Item #9 - Adoption of Minutes

Mara Botman made a motion, which was seconded by Craig Bradley, to approve the following motion:

Item #9.1 - Minutes of the September 27, 2024 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the September 27, 2024, meeting as recorded.

Item #9.2 - Minutes of the September 27, 2024 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the September 27, 2024 meeting as recorded.

The motion was approved via unanimous voice vote.

Item #10 - Consent Agenda

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

Item #10.1 - Illinois Community College Board January 2025 Regulatory Agenda

The Illinois Community College Board hereby approves the January 2025 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2025 REGULATORY AGENDA

- a) Part (Heading and Code Citations): Administration of the Illinois Public Community College Act, 23 Ill. Adm. Code 1501

1) Rulemaking:

- A) Description: The Board proposes amending its administrative rules to implement statutory changes enacted in P.A. 102-1046 and P.A. 103-0940. More specifically, the Board proposes to eliminate the requirement for community colleges to submit an annual Underrepresented Groups report and replace the requirement with rules regarding community college equity plans. The Board also proposes revisions to administrative rules on advisory organizations to the ICCB.

- B) Statutory Authority: Public Community College Act [110 ILCS 805]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: February 2025
- E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
- F) Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

- G) Related rulemakings and other pertinent information: None

2) Rulemaking:

- A) Description: The Board proposes amending its administrative rules to implement statutory changes enacted in P.A. 103-0159 with regards to community college out-of-district tuition.
- B) Statutory Authority: Public Community College Act [110 ILCS 805]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: May 2025
- E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
- F) Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

- G) Related rulemakings and other pertinent information: None

3) Rulemaking:

- A) Description: Beginning in 2025, the Board will establish a five-year schedule for the complete review of its administrative rules.

Item #10.1
January 31, 2025

- B) The board plans to review and potentially amend its administrative rules contained in subparts E (Finance) and F (Capital Projects).
- C) Statutory Authority: Public Community College Act [110 ILCS 805]
- D) Scheduled meeting/hearing dates: None have been scheduled.
- E) Date agency anticipates First Notice: July 2024
- F) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
- G) Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov
- H) Related rulemakings and other pertinent information: None

4) Rulemaking:

- A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the postsecondary career and technical education program.
- B) Statutory Authority: Public Community College Act [110 ILCS 805]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: October 2025
- E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
- F) Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Fax: (217) 524-4981
Matt.Berry@illinois.gov
- G) Related rulemakings and other pertinent information: None

5) Rulemaking:

- A) Description: In June 2024, the Board established an Adequacy and Equity in Community College Funding Work Group to examine community college funding and develop a set of recommendations to the Board aimed at improving the adequacy and equity of funding for community colleges in Illinois. The Work Groups report is due to the Board in March 2025. As the Board considers the recommendations from the Work Group and additional action steps, changes to administrative rules governing community college funding may be necessary.
- B) Statutory Authority: Public Community College Act [110 ILCS 805]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: October 2025
- E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
- F) Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

- G) Related rulemakings and other pertinent information: None

b) Part (Heading and Code Citations): Adult Education (23 Ill. Adm. Code 1505)

1) Rulemaking:

- A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the adult education program.
- B) Statutory Authority: Public Community College Act [110 ILCS 805]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: December 2025
- E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
- F) Agency contact person for information:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue

Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G) Related rulemakings and other pertinent information: None

The motion was approved via unanimous voice vote.

Item #11 - Information Items

There was no discussion.

Item #11.1 - Fiscal Year 2025 Financial Statements

Item #11.2 - Fiscal Year 2024 Career and Technical Education Annual Report

Item #11.3 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #11.4 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #11.4a - High School Equivalency Rules

Item #11.4b - Lincoln's Challenge Rules

Item #12 - Other Business

There was no other business.

Item #13 - Public Comment

There was no public comment.

Item #14 - Executive Session

The Board did not go into Executive Session.

Item #15 - Executive Session Recommendations

There were no recommendations.

Item #15.1 - Employment/Appointment Matters

Item #16 - Approval of the Executive Director Employment Agreement

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

It is recommended that the following motion be adopted: The Board hereby approves the proposed Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

A voice vote was taken with the following results:

| | | | |
|---------------|-----|------------------|-----|
| Maureen Banks | Yea | Sylvia Jenkins | Yea |
| Mara Botman | Yea | Marlon McClinton | Yea |
| Craig Bradley | Yea | Larry Peterson | Yea |
| An-Me Chung | Yea | Lazaro Lopez | Yea |
| Teresa Garate | Yea | | |

The motion was approved via unanimous voice vote.

Item #17 - Adjournment

Mara Botman made a motion, which was seconded by Maureen Banks, to adjourn the Board meeting at 11:33 a.m.

The motion was approved via unanimous voice vote.

**Illinois Community College Board
FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT
July 1, 2024 – December 31, 2024**

| | FY 2025 | Year -to-Date | % |
|--|-----------------------------|----------------------------|------------------------|
| <u>STATE GENERAL FUNDS*</u> | <u>Appropriation</u> | <u>Expenditures</u> | <u>Expended</u> |
| GENERAL REVENUE FUND | | | |
| GRANTS TO COLLEGES AND PROVIDERS | \$ 139,076,460 | \$ 42,132,218 | 30.3% |
| ADULT EDUCATION | 35,582,100 | 32,311,531 | 90.8% |
| GED TESTING PROGRAM | 1,348,420 | 426,929 | 31.7% |
| CAREER & TECH EDUCATION | 18,972,900 | 10,024,582 | 52.8% |
| OFFICE ADMINISTRATION | 3,675,510 | 1,643,576 | 44.7% |
| TOTAL | \$ 198,655,390 | \$ 86,538,836 | 43.6% |
| EDUCATION ASSISTANCE FUND | | | |
| GRANTS TO COLLEGES AND PROVIDERS | \$ 182,233,610 | \$ 97,916,605 | 53.7% |
| TOTAL | \$ 182,233,610 | \$ 97,916,605 | 53.7% |
| <u>SPECIAL STATE FUNDS *</u> | | | |
| CONTRACTS AND GRANTS FUND | \$ 10,000,000 | \$ 817,237 | 8.2% |
| GED TESTING FUND | 100,000 | 2,352 | 2.4% |
| ICCB RESEARCH & TECHNOLOGY FUND | 100,000 | 1,960 | 2.0% |
| PERSONAL PROPERTY REPLACEMENT TAX FUND | 105,570,000 | 52,785,000 | 50.0% |
| TOTAL | \$ 115,770,000 | \$ 53,606,549 | 46.3% |
| <u>FEDERAL FUNDS*</u> | | | |
| FEDERAL ADULT EDUCATION FUND | \$ 27,238,190 | \$ 346,324 | 1.3% |
| FEDERAL CAREER & TECH ED FUND | 23,054,432 | 852,258 | 3.7% |
| ICCB FEDERAL TRUST FUND | 625,000 | 90,505 | 14.5% |
| TOTAL | \$ 50,917,622 | \$ 1,289,087 | 2.5% |
| GRAND TOTAL, ALL FUNDS | \$ 547,576,622 | \$ 239,351,076 | 43.7% |

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2024 – December 31, 2024

| | FY 2025 Appropriation | Year-to-Date Expenditures | % Expended |
|--|--------------------------|------------------------------|---------------|
| <u>GENERAL REVENUE FUND</u> | | | |
| GRANTS TO COLLEGES AND PROVIDERS | | | |
| City Colleges of Chicago | \$ 15,201,800 | \$ 11,401,350 | 75.0% |
| PATH Grants | \$ 15,000,000 | \$ 7,499,976 | 50.0% |
| Bridge and Transition | 9,224,336 | - | 0.0% |
| Workforce Equity Initiative | 19,570,064 | 16,334,860 | 83.5% |
| East St. Louis Educational Center | 1,447,900 | 69,750 | 4.8% |
| Illinois Veterans Grant | 4,264,400 | - | 0.0% |
| ILDS | 650,360 | 177,683 | 27.3% |
| Small College | 548,400 | 548,396 | 100.0% |
| Performance Grants | 359,000 | - | 0.0% |
| Lincoln's Challenge Program | 60,200 | 7,000 | 11.6% |
| Alternative Schools Student Re-enrollment | 4,000,000 | 2,050,000 | 51.3% |
| Transitional Math and English Development (TIME and DEV) | 1,000,000 | 82,483 | 8.2% |
| SWIC Lindenwood Center | 5,900,000 | - | 0.0% |
| Advanced Manufacturing & Electric Vehicles | 9,000,000 | 1,357,420 | 15.1% |
| Mental Health Early Action on Campus Grant | 6,000,000 | 2,250,000 | 37.5% |
| Trade Schools | 5,000,000 | - | 0.0% |
| Digital Instruction for Adult Education | 2,000,000 | 250,000 | 12.5% |
| Noncredit Workforce Program | 5,175,000 | 58,917 | 1.1% |
| Dual Credit Grants | 3,175,000 | 44,383 | 1.4% |
| English Language Services | 750,000 | - | 0.0% |
| Rock Valley Science | 500,000 | - | 0.0% |
| Homelessness Prevention | 250,000 | - | 0.0% |
| Workforce DEV Program 1 | 15,000,000 | - | 0.0% |
| Workforce DEV Program 2 | 15,000,000 | - | 0.0% |
| TOTAL | \$ 139,076,460 | \$ 42,132,218 | 30.3% |
| OFFICE ADMINISTRATION | | | |
| | \$ 3,675,510 | \$ 1,643,576 | 44.7% |
| TOTAL | \$ 3,675,510 | \$ 1,643,576 | 44.7% |
| ADULT EDUCATION | | | |
| Adult Education Basic Grants | \$ 23,483,600 | \$ 21,547,330 | 91.8% |
| Adult Education Basic Admin | 300,000 | 42,091 | 14.0% |
| Adult Education Performance Grants | 11,798,500 | 10,722,110 | 90.9% |
| TOTAL | \$ 35,582,100 | \$ 32,311,531 | 90.81% |
| GED TESTING PROGRAM | | | |
| | \$ 1,348,420 | \$ 426,929 | 31.7% |
| TOTAL | \$ 1,348,420 | \$ 426,929 | 31.7% |
| CAREER & TECHNICAL EDUCATION | | | |
| CTE LPN RN | \$ 500,000 | \$ 500,000 | 100.0% |
| CTE Administration | 644,450 | 128,584 | 20.0% |
| 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 | 29,248 | 34.4% |
| CTE Corrections | 800,000 | 800,000 | 100.0% |
| TOTAL | \$ 18,972,900 | \$ 10,024,582 | 52.8% |

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

| | | | |
|----------------|-----------------------|----------------------|--------------|
| Base Operating | \$ 100,636,010 | \$ 50,318,005 | 50.0% |
| Equalization | 81,597,600 | 47,598,600 | 58.3% |
| TOTAL | \$ 182,233,610 | \$ 97,916,605 | 53.7% |

| | | | |
|--------------------|-----------------------|-----------------------|--------------|
| GRAND TOTAL | \$ 380,889,000 | \$ 184,455,441 | 48.4% |
|--------------------|-----------------------|-----------------------|--------------|

Illinois Community College Board
FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2024 – December 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 | \$ 2,315,968 | \$ - | 0.0% |
| Federal Basic Leadership | 1,490,000 | 759,982 | - | 0.0% |
| EL Civics Grants | 2,951,769 | 372,540 | - | 0.0% |
| | <u>\$ 22,127,349</u> | <u>\$3,448,490.00</u> | <u>\$ -</u> | <u>0.0%</u> |
| ADMINISTRATION | | | | |
| Federal Basic | \$ 632,031 | \$ 324,592 | \$ 135,261 | 14.1% |
| EL Civics | 155,356 | 38,790 | 13,591 | 7.0% |
| Leadership | 288,300 | 223,282 | 197,472 | 38.6% |
| | <u>\$ 1,075,687</u> | <u>\$ 586,664</u> | <u>\$ 346,324</u> | <u>20.8%</u> |
| TOTAL | <u>\$ 23,203,036</u> | <u>\$ 4,035,154</u> | <u>\$ 346,324</u> | <u>1.3%</u> |
| FEDERAL CAREER AND TECHNICAL EDUCATION FUND | | | | |
| GRANTS | | | | |
| Perkins Program Grants | \$ 18,365,838 | \$ 1,988,459 | \$ 825,441 | 4.1% |
| Perkins Leadership | 1,050,330 | 539,154 | - | 0.0% |
| Perkins Corrections | 403,120 | - | - | 0.0% |
| Reserve | - | - | - | 0.0% |
| | <u>\$ 19,819,288</u> | <u>\$ 2,527,613</u> | <u>\$ 825,441</u> | <u>3.7%</u> |
| ADMINISTRATION | | | | |
| CTE Federal | \$ 548,053 | \$ 159,478 | \$ 26,817 | 3.8% |
| TOTAL | <u>\$ 20,367,341</u> | <u>\$ 2,687,091</u> | <u>\$ 852,258</u> | <u>3.7%</u> |
| ICCB FEDERAL TRUST FUND | | | | |
| ADMINISTRATION | \$ 625,000 | \$ 118,700 | \$ 90,505 | 12.2% |
| TOTAL | <u>\$ 625,000</u> | <u>\$ 118,700</u> | <u>\$ 90,505</u> | <u>12.2%</u> |
| GRAND TOTAL, FEDERAL FUNDS | <u>\$ 44,195,377</u> | <u>\$ 6,840,945</u> | <u>\$ 1,289,087</u> | <u>2.5%</u> |

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2025 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2024 – December 31, 2024

SPECIAL STATE FUNDS*

| | FY 2025 Appropriation | Year-to-Date Expenditures | % Expended |
|---|--------------------------|------------------------------|---------------|
| CONTRACTS AND GRANTS FUND* | | | |
| GRANTS | | | |
| ILCCO | \$ - | \$ - | |
| Lumina Grant | | 13,606 | |
| Department of Energy IAC Grant | | - | |
| ISAC FAFSA Grant | | 164,127 | |
| IBHE Data Dashboard | | - | |
| Tutoring Initiative | | 637,875 | |
| ADMINISTRATION | | | |
| Tutoring Initiative | | - | |
| ILCCO | | 1,629 | |
| Department of Energy IAC Admin | | - | |
| | \$ 10,000,000 | \$ 817,237 | 8.2% |
| GED TESTING FUND* | \$ 100,000 | \$ 2,352 | 2.4% |
| ICCB RESEARCH & TECHNOLOGY FUND* | \$ 100,000 | \$ 1,960 | 2.0% |
| PERSONAL PROPERTY REPLACEMENT TAX FUND | \$ 105,570,000 | \$ 52,785,000 | 50.0% |
| GRAND TOTAL, SPECIAL FUNDS | \$ 115,770,000 | \$ 53,606,549 | 46.3% |

* Expenditures from these funds cannot exceed receipts.



**STUDENT ENROLLMENTS AND COMPLETIONS
IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

FISCAL YEAR 2024

December 2024

**Student Enrollments & Completions
Fiscal Year 2024**

ICCB Research & Analytics Division

Nathan R. Wilson, Deputy Director
Jay Brooks, Associate Deputy Director

Michelle Dufour, Director

Cecilia Elhaddad, Data Analyst

Mitchell Gaffney, Data Analyst

Jana Ferguson, Consultant, Data and Research Services

Assistance provided by ICCB Information Technology Division

Printed by Authority of the State of Illinois 12/24

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**Student Enrollments & Completions
Fiscal Year 2024**

| | |
|--|-----------|
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INTRODUCTION

The Illinois Community College System plays a vital role in fostering educational and economic growth by offering accessible, affordable, and high-quality programs tailored to the needs of diverse learners. Serving as a bridge to higher education and career success, the system empowers both traditional and nontraditional students with pathways to in-demand careers and valuable credentials. By addressing skills gaps, supporting workforce development, and anticipating future labor market needs, Illinois community colleges are pivotal in cultivating a skilled, adaptable workforce that drives local and statewide economic progress.

According to the [National Center for Education Statistics](#), postsecondary enrollments have been in decline nationally since 2010. Additionally, the impact of the pandemic on enrollment has been well-documented across the postsecondary landscape and every sector has been impacted. Community colleges, as open access institutions, serve a significant number of at-risk students and were significantly impacted. During Fall 2022, the Illinois community college system started to see enrollment reversing those recent declines. This enrollment increase continued in academic year 2024, and Illinois community colleges experienced the second largest annual year-to-year credit enrollment increase (+5.9 percent) recorded for the Illinois Community College System. Only academic year 1981 to academic year 1982 increase of 11.4 percent was higher.

During the pandemic, postsecondary enrollment declined nationwide. Illinois community colleges took proactive steps to mitigate its impact and re-engage students. Initiatives in fiscal year 2024, such as the Early Childhood Access Consortium for Equity (ECACE) and the Pipeline for the Advancement of the Healthcare Workforce (PATH), attracted students to high-demand fields. Programs like the Workforce Equity Initiative (WEI) are expanding training opportunities in critical sectors while increasing access for minority students in at-risk communities.

Illinois community colleges are also strengthening partnerships with high schools, offering expanded dual credit programs that create clear pathways to college or career credentials. The return of in-person instruction to pre-pandemic levels has particularly boosted enrollment in areas like Career and Technical Education, Vocational Training, and Adult Education, where hands-on learning is essential.

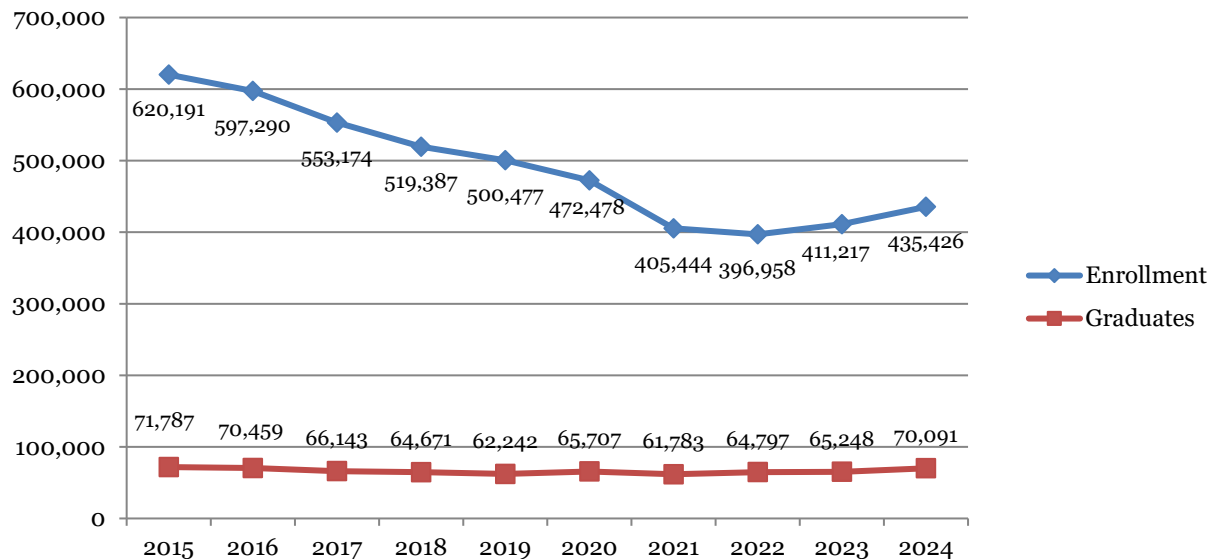
Additionally, Illinois remains a national leader in community college transfer success, thanks to the Illinois Articulation Initiative (IAI), a statewide program that streamlines course transfers between community colleges and four-year institutions.

With 70,091 earned collegiate-level degrees and certificates, fiscal year 2024 had the third highest annual number of graduates ever recorded for the Illinois Community College System. As illustrated in Figure 1, the annual Illinois Community College System number

Student Enrollments & Completions Fiscal Year 2024

of program graduates decreased two percent from fiscal year 2015 to 2024. During the same timeframe, enrollments decreased by thirty percent statewide.

Figure 1. Illinois Community College System Credit Enrollments and Graduates, FY 2015-2024



Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the “LDS Act”), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Annual Enrollment and Completion Report derive from ICCB’s Centralized Data System. Illinois Community Colleges submit Annual Enrollment (A1) microdata for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the microdata source of student completions. This year’s Annual Enrollment and Completion Report is based on fiscal year 2024 enrollments and completions. Comparative information is supplied from four previous fiscal years (2020-2023). Detailed tables comparing fiscal year 2023 and fiscal year 2024 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted. Thirty credit hours equal one FTE.

Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for the current year (2024) and the four previous fiscal years (2020-2023). Noncredit courses provide another delivery method of education, training, and public service by community colleges to the communities they serve. Since fiscal year 1999, the Illinois community colleges have submitted Noncredit Enrollment (N1) annual microdata for students containing demographic and course information on the wide range of noncredit instruction.

HIGHLIGHTS OF FISCAL YEAR 2024 ANNUAL REPORT

Student Enrollments

- The Illinois Community College System served 552,820 students in credit and noncredit courses during fiscal year 2024. Overall combined enrollments increased compared to last year (4.7 percent, N = 25,059).
- Credit-generating students accounted for 78.8 percent of the overall fiscal year 2024 headcount.
- During fiscal year 2024, the 48 public community colleges in Illinois enrolled 435,426 students in instructional credit courses. This is a 5.9 percent increase over the previous year (411,217). The full-time equivalent (FTE) enrollment was 169,729, an increase of 6.6 percent since fiscal year 2023.
- Statewide, 11,750 of 552,820 total students enrolled in both credit and noncredit courses during fiscal year 2024 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.
- Females comprised 54.1 percent of the fiscal year 2024 student population enrolled in credit-generating programs.
- Minority (non-white) students accounted for just over half (53.3 percent) of the credit students enrolled. African American student representation increased (9.8 percent) and accounted for 13.0 percent of all credit students. Latino student representation increased (13.7 percent) and accounted for 29.4 percent of all credit students. Asian (5.8 percent), Two or More Races (3.3 percent), and U.S. Nonresident (1.1 percent) student representation increased from the previous year.
- Nearly two in three Pell recipients were minority (non-white) students in fiscal year 2024 (65.9 percent).
- Thirty-seven percent of students in fiscal year 2024 were first-generation students (36.8 percent).
- The median age of credit-generating students was 21.6 during fiscal year 2024, unchanged from the previous year. The average age was also unchanged from the previous year at 26.3 years in fiscal year 2024.
- Transfer remained the largest credit instructional program area enrolling 53.3 percent of fiscal year 2024 Illinois Community College System students. Enrollments in Transfer programs increased 4.6 percent compared to the previous year.

**Student Enrollments & Completions
Fiscal Year 2024**

- Statewide, Career and Technical Education credit program enrollments accounted for one-quarter of all credit students (25.3 percent). Enrollments in Career and Technical Education programs increased 6.1 percent from last year.
- Students enrolled in Adult Education courses in community colleges comprised 12.4 percent of the credit-generating students. Enrollments in Adult Education increased by 18.6 percent versus fiscal year 2023.
- Of the students in Adult Education, 64.2 percent were enrolled in English as a Second Language (ESL) courses.
- Although 53.3 percent of the fiscal year 2024 credit student population was enrolled in the Transfer area, only 36.8 percent of all students indicated intent to transfer.
- One-half (50.1 percent) of the fiscal year 2024 credit students enrolled in the colleges indicated that they were not pursuing a degree, but attending to complete one or several courses. Participation in college to take courses instead of pursuing a degree or certificate remained similar compared to the previous year.
- More than two out of three credit students attended on a part-time basis during both the fall (69.8 percent) and spring (74.2 percent) semesters in fiscal year 2024.
- Twenty-one percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 17,178 who earned a bachelor's degree or higher.
- Illinois community college students enrolled in 5,091,865 credit hours throughout fiscal year 2024 and earned 79.5 percent of those hours.
- Accumulated credit hours were available for 80.7 percent of the fiscal year 2024 student population. More than one-third of them (34.3 percent) attained sophomore-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 79.1 percent of the fiscal year 2024 students. One-half (54.2 percent) held an A-B average.
- In fiscal year 2024, one in ten (9.6 percent) Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, or General Studies) were enrolled in at least one developmental course—a decrease from fiscal year 2023.
- In fiscal year 2024, Illinois community college students earned 64.6 percent of the developmental credits they attempted. This percentage is up slightly from 64.1 percent in fiscal year 2023.

**Student Enrollments & Completions
Fiscal Year 2024**

- High school students enrolled in dual credit courses (N = 91,017) comprised 20.9 percent of all credit enrollment at Illinois community colleges in fiscal year 2024. This represents a 10.2 percent increase from the previous year and the largest enrollment ever reported for dual credit students.
- Fiscal year 2024 unduplicated noncredit headcount increased 0.7 percent over last year to 117,394 students. The duplicated headcount or “seatcount” was 4.4 percent higher than the previous year.
- Statewide, 15,257 noncredit course sections were conducted during fiscal year 2024.
- Female students accounted for 46.4 percent of 2024 noncredit enrollments.
- Minority students accounted for nearly one-third (30.5 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of noncredit students was 37.7 during fiscal year 2024. The average age was 40.6 years.
- Nearly one-half (46.6 percent) of the noncredit students were 40 years of age or above among the individuals who supplied this information.
- Three-fifths of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity (60.1 percent). One-fourth of the noncredit coursework were dedicated to developing workplace skills: Professional/Vocational (15.0 percent) and Business and Industry Contractual training (10.5 percent).
- Across all categories of activity, ten broad course enrollments (two-digit CIP) had over 5,000 noncredit students enrolled. These ten areas accounted for over two-thirds of the students enrolled in noncredit courses with CIP data (70.5 percent). About one out of two enrollments in these large CIPs were in work-related courses: Business Management (14.0 percent), Education (9.6 percent), Health Professions (7.6 percent), Transportation (6.3 percent), Legal Professions and Studies (4.9 percent), Security and Protective Services (4.7 percent), and Computer and Information Sciences (4.3 percent).
- Noncredit enrollments by term were 39.2 percent in Spring, 33.8 percent in Fall, and 27.0 percent in Summer in fiscal year 2024.
- One-half of the 2024 noncredit courses were held on main college campuses (50.0 percent).

Student Completions

- A total of 70,091 collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2024.
- The number of community college completions in fiscal year 2024 is the third highest count ever reported.
- The number of degrees and certificates awarded increased 7.4 percent from fiscal year 2023 (+4,843 completers). Taking a longer view—compared to fiscal year 2020—the total number of fiscal year 2024 completions increased 6.7 percent.
- Career and Technical Education accounted for the largest number of graduates (N = 41,035) in fiscal year 2024. Just over half of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2024 (58.5 percent). Career completions increased 9.5 percent from last year.
- Transfer completions accounted for the second largest group of completers in fiscal year 2024 (N = 26,940). Four out of ten graduates earned Transfer completions (38.4 percent). The number of Transfer completions increased 5.7 percent (+1,458) from last year. One in three Transfer graduates earned the General Education Core Curriculum Credential.
- Twenty-two percent of the Career and Technical Education awards in fiscal year 2024 were AAS degrees.
- Females accounted for 53.9 percent of all 2024 completions.
- Career and Technical Education Certificates of Nine to less than Thirty Semester Hours accounted for the largest number of male completers (N = 9,619), and Associate in Arts accounted for the largest number of female completers (N = 7,259) of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 379) had the highest proportion of male graduates (82.3 percent, N = 312).
- Minority students earned 44.3 percent of the collegiate-level degrees and certificates awarded in the Illinois Community College System during fiscal year 2024. Latino students earned 23.6 percent, African American students earned 11.6 percent, and Asian students earned 4.4 percent of all degrees and certificates.
- Minorities accounted for 42.9 percent of total Transfer degree and certificate recipients.

**Student Enrollments & Completions
Fiscal Year 2024**

- More minority graduates completed Career and Technical Education degrees and certificates (N = 18,441) than Transfer degrees and certificates (N = 11,552).
- Among the largest minority groups, Latino (N = 16,562) students completed more than twice as many collegiate-level awards than African American students (N = 8,124).
- Twenty-nine percent of the students who were awarded degrees and certificates during fiscal year 2024 were less than 21 years of age. The other age groups with the largest percentages of graduates were 21 to 24 (34.1 percent), 25 to 30 (15.1 percent), 31 to 39 years of age (11.7 percent), and 40 to 55 years of age (8.5 percent).
- Seven out of ten Transfer degree and certificate completers in 2024 indicated intent to transfer to a four-year institution.
- Approximately 18.1 percent of fiscal year 2024 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

OVERALL FISCAL YEAR 2024 STUDENT ENROLLMENTS

The Illinois Community College System had 552,820 students in credit and noncredit courses during fiscal year 2024. Overall combined enrollments increased compared to last year (4.7 percent, N = 25,059).

Table 1 provides a summary comparison of fiscal year 2020 through fiscal year 2024 credit and noncredit unduplicated enrollments. Total enrollments reflect those students who may be concurrently enrolled in credit-generating and noncredit courses during the fiscal year.

Table 1
**SUMMARY COMPARISON OF ANNUAL ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2020-2024**

| Unduplicated Headcount | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|------------------------|---------------|---------------|--------------|-------------|-------------|
| Credit | 472,478 | 405,444 | 396,958 | 411,217 | 435,426 |
| <i>% Change</i> | <i>-5.6%</i> | <i>-14.2%</i> | <i>-2.1%</i> | <i>3.6%</i> | <i>5.9%</i> |
| Noncredit | 139,808 | 90,344 | 106,621 | 116,544 | 117,394 |
| <i>% Change</i> | <i>-15.0%</i> | <i>-35.4%</i> | <i>18.0%</i> | <i>9.3%</i> | <i>0.7%</i> |
| Total* | 612,286 | 495,788 | 503,579 | 527,761 | 552,820 |
| <i>% Change</i> | <i>-7.9%</i> | <i>-19.0%</i> | <i>1.6%</i> | <i>4.8%</i> | <i>4.7%</i> |

*Individuals may be concurrently enrolled in credit and noncredit courses

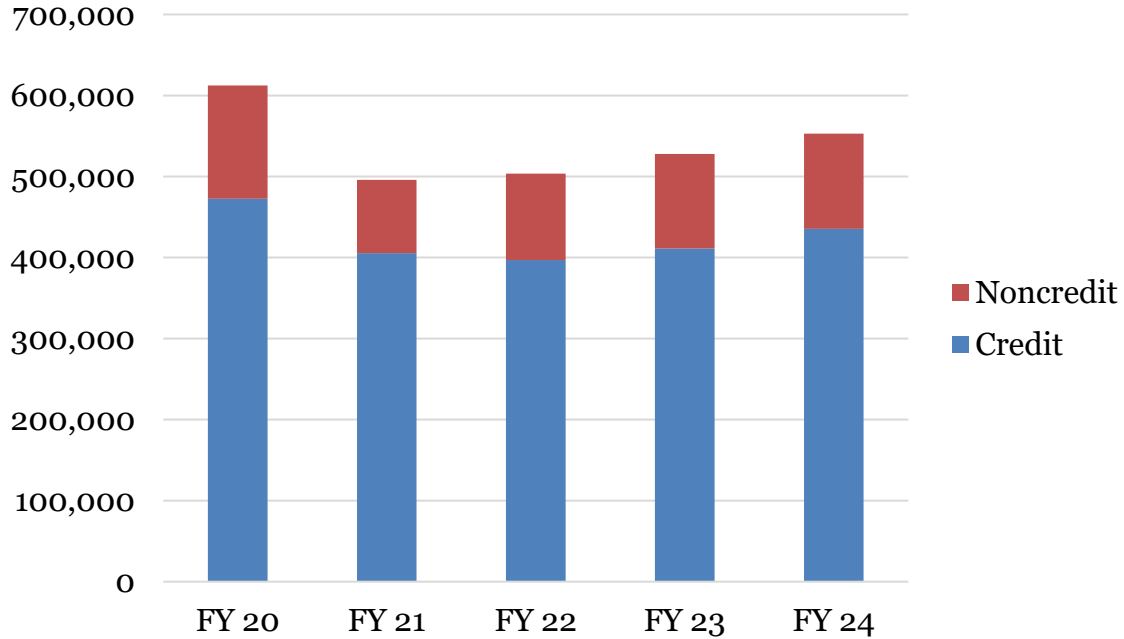
SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records and Annual Noncredit Course Enrollment (N1) Records

Detailed comparisons of fiscal year 2020 through fiscal year 2024 unduplicated credit and noncredit headcount enrollments for each community college are provided in Appendix tables A-1 and B-1, respectively.

As depicted in Figure 2, credit-generating students account for 78.8 percent of the overall fiscal year 2024 headcount. Enrollments had been growing prior to fiscal year 2010, but they have decreased each year until fiscal year 2023. Fiscal year 2024 credit-generating enrollments are the second highest of the most recent five years. Noncredit enrollments are also the second highest of the most recent five years.

**Student Enrollments & Completions
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Figure 2. Overall Annual Enrollments, FY 2020-2024



Statewide, 11,750 of 552,820 total enrolled in both credit and noncredit courses during fiscal year 2024 (A1 and N1). While there is some minimal overlap (2.1 percent), credit and noncredit courses are meeting largely different student and community needs.

FISCAL YEAR 2024 STUDENT CREDIT ENROLLMENTS

Student Credit Enrollment by Community College

Annual credit enrollment for fiscal year 2024 was 435,426, and full-time equivalent (FTE) students totaled 169,729. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2024 saw an increase of 5.9 percent in credit headcount enrollment from the previous year. Fiscal year 2024 FTE enrollment increased by 6.6 percent compared to last year. Compared to five years ago, fiscal year 2024 credit headcount enrollments decreased by 7.8 percent. FTE enrollments decreased 8.0 percent since 2020. Historically, credit headcount enrollments in fiscal year 2024 were at the fourth lowest level since annual headcount enrollments were collected beginning in 1979 (N = 562,213).

Table 2
**COMPARISON OF ANNUAL CREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2020-2024**

| | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|-----------|---------|---------|---------|---------|---------|
| Headcount | 472,478 | 405,444 | 396,958 | 411,217 | 435,426 |
| % Change | -5.6% | -14.2% | -2.1% | 3.6% | 5.9% |
| FTE | 184,435 | 161,294 | 154,608 | 159,204 | 169,729 |
| % Change | -4.0% | -12.5% | -4.1% | 3.0% | 6.6% |

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

Table A-1 in the Appendix provides a comparison of fiscal year 2020 through fiscal year 2024 headcount enrollments for each community college. Among Illinois' 48 community colleges, 37 colleges reported an increase in headcount, while six exhibited decreases compared to fiscal year 2023. Five colleges experienced little or no change (1.0 percent or less) during fiscal year 2024. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2020 through 2024. FTE calculations convert the substantial part-time enrollment into the number of students there would be if everyone attended on a full-time basis. Over the last year, 37 colleges experienced an increase in FTE, seven reported decreases, and four colleges experienced little or no FTE change versus fiscal year 2023.

Male/Female Distribution

The male/female distribution of credit students typically fluctuates little from year to year with female students consistently constituting a slight majority. Females comprised 54.1 percent of the student population in fiscal year 2024. The percentage of male students

averaged 44.4 percent over the past five years. Gender classifications are aligned with U.S. Department of Education collection and reporting standards. Nearly one percent (0.9 percent) was unknown or another gender in fiscal year 2024 (see Table A-3).

Ethnic Origin

In fiscal year 2024, just over half (53.3 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414. The number of minority students increased 12.6 percent from fiscal year 2023 to fiscal year 2024, and the proportion of minority students increased from 50.3 percent last year to 53.3 percent in fiscal year 2024. During the past five years, students from minority groups comprised an average of nearly five in ten (49.3 percent) of the student population. Latino students (now numbering 122,872) became the largest minority group in 2000, and have been each year since, except in fiscal year 2012, when African American students (now numbering 54,550) were the largest minority group. Compared to last year, an increase was noted in credit headcount enrollments among both African American students and Latino students. In fiscal year 2024, the number of Latino credit students enrolled increased by 13.7 percent, and the number of African American students enrolled in Illinois community college credit courses increased by 9.8 percent (see Table A-4a).

Overall, 78,781 students participating in credit coursework received Pell grants in fiscal year 2024. Pell recipients include students who were awarded a Pell grant and dollars were disbursed. In addition, Pell recipients include recipients in Dual Enrollment and Second Chance Pell experiments at federally approved experimental sites. The number of Pell recipients increased 7.3 percent from last year but decreased 13.2 percent from fiscal year 2020. Nearly two in three Pell recipients (65.9 percent) were minority (non-white) students (among those whose ethnicity was known). The number of minority students receiving Pell grants increased 11.2 percent from fiscal year 2023, and the proportion of minority students increased slightly from 63.7 percent last year to 65.9 percent in fiscal year 2024. During the past five years, students from minority groups comprised an average of six in ten (62.3 percent) students who received Pell grants. Latino students were the minority group with the largest number of Pell recipients (33.1 percent), followed by African American students (22.8 percent), Asian students (4.6 percent), and students of Two or More Races (4.2 percent). Compared to last year, increases were noted in most race/ethnicity classifications. U.S. Nonresident (-8.5 percent), and Native American (-0.9 percent) students saw decreases (see Table A-4b).

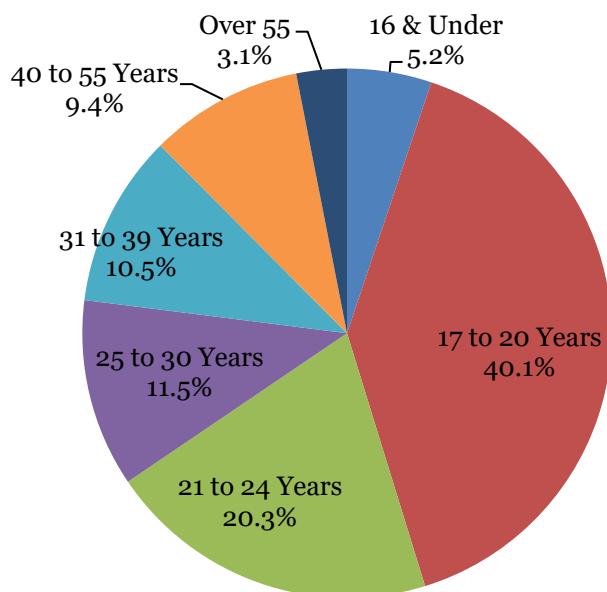
Thirty-seven percent of students in credit coursework in fiscal year 2024 were first-generation students (36.8 percent). The number of first-generation students increased 8.2 percent from last year and decreased 13.0 percent from fiscal year 2020. Minority (non-white) students (among those whose ethnicity was known) accounted for nearly two in three (65.6 percent) first-generation students. The number of minority first-generation students increased (9.6 percent) from fiscal year 2023, and the proportion of minority first-generation students increased from 64.8 percent last year to 65.6 percent in fiscal

year 2024. Among the minority groups of first-generation students, Latino students were the largest (42.9 percent) followed by African American students (14.7 percent), Asian students (4.0 percent), and students of Two or More Races (2.7 percent). Compared to last year, an increase was noted in first-generation student headcount among all race/ethnicity classifications (see Table A-4c).

Student Age

In fiscal year 2024, the average age of Illinois community college students in credit courses was 26.3 years, which is unchanged from fiscal year 2023 (26.3 years). The median age was 21.6 years, which is also unchanged from last year (21.6 years). Available age data are depicted in Figure 3. The largest proportion of students (40.1 percent) was ages 17 through 20 and saw an increase of 6.0 percent over fiscal year 2023. The second largest proportion of students (20.3 percent) was ages 21 through 24 and had an increase of 5.0 percent over fiscal year 2023. The third largest proportion of students (11.5 percent) was 25 through 30 years of age with an increase of 6.5 percent over fiscal year 2023. During fiscal year 2024, 10.5 percent of students was age 31 through 39, 9.4 percent was age 40 through 55, and 3.1 percent of students was over 55. Prior to fiscal year 2021, the 16 and Under age group was the smallest in size, but is now the second smallest in fiscal year 2024, representing 5.2 percent of the student population and increasing 8.6 percent from last year. Dual credit and dual enrollment arrangements where high achieving high school students are allowed to enroll in college-level courses are contributing to enrollment among the younger student populations (see Table A-5).

Figure 3. Age Distribution of Credit Students, FY 2024



Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2024 enrollment decreased in only one of the instructional program areas: Vocational Skills (-12.9 percent). Transfer (4.6 percent), General Associate (5.0 percent), Career and Technical Education (6.1 percent), General Studies Certificate (11.1 percent), and Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English as a Second Language (18.6 percent) increased from fiscal year 2023. Longer term, between fiscal years 2020 and 2024, decreases were seen in all of the instructional program areas—General Associate, Vocational Skills, Transfer, Career and Technical Education, and General Studies Certificate—except Adult Education including English as a Second Language (ESL).

Transfer was the largest instructional program offered in the Illinois Community College System accounting for five out of every ten credit students. This program is designed to provide individuals with the equivalent of the initial two years of a bachelor's degree. Statewide, enrollment in this program area increased over the past year (4.6 percent) and was down 6.8 percent between fiscal years 2020 and 2024.

Career and Technical Education programs were the second largest credit program in the Illinois Community College System, accounting for one-quarter of all credit enrollments. Career and Technical Education enrollments increased 6.1 percent compared to last year and were down 7.6 percent since 2020. Between fiscal years 2020 and 2024, enrollment in **General Associate Degree** programs decreased by 13.3 percent, enrollment in **General Studies Certificates** programs decreased by 40.8 percent, and enrollment in **Vocational Skills** programs decreased by 50.0 percent (see Table A-6a).

Students enrolled in community college **Adult Education** (ABE, ASE, and ESL) courses comprised 12.4 percent of the credit generating students in fiscal year 2024. Hence, about one out of eight community college students was enrolled in Adult Education skills building coursework. Statewide, there was an 18.6 percent increase in Adult Education enrollments over the previous year, and community college Adult Education enrollments were down 15.6 percent since fiscal year 2020. In fiscal year 2024, 64.2 percent of the students in Adult Education was enrolled in English as a Second Language (ESL) courses.

The City Colleges of Chicago accounted for one-third (33.7 percent) of statewide community college Adult Education enrollments in fiscal year 2024. Adult Education enrollment at the City Colleges of Chicago increased 21.9 percent over last year compared to the increase in overall enrollment of 12.7 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was a 17.0 percent increase in Adult Education enrollment in fiscal year 2024 compared to last year (see Table A-6a and A-6b).

Longer term, excluding the City Colleges of Chicago, the rest of the system experienced an overall decrease in enrollments (-8.6 percent) between 2020 and 2024. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data showed mostly similar declines for the rest of the system. The

small General Studies Certificate programs recorded a 40.8 percent decline excluding the City Colleges of Chicago; General Associate programs were down 11.3 percent excluding City Colleges of Chicago. Decreases were also exhibited in Transfer (-6.6 percent), Career and Technical Education (-9.3 percent), and Vocational Skills (-50.0 percent) program enrollments between fiscal years 2020 and 2024 without the City Colleges. Long-term results in Adult Education were up across the rest of the system (22.5 percent) (see Table A-6b).

Instructional Program Enrollments by Gender

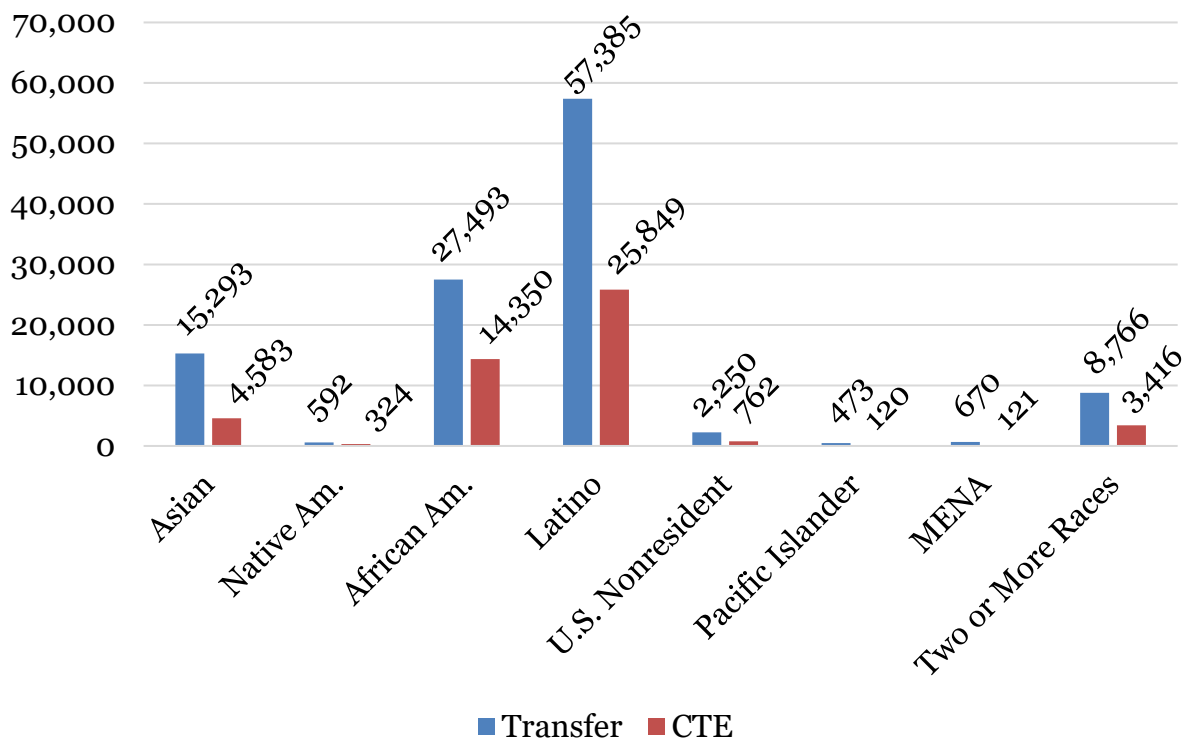
During fiscal year 2024, females outnumbered males in nearly all instructional areas; only Career and Technical Education (51.6 percent) and Vocational Skills (51.3 percent) programs contained a higher proportion of male students. The highest proportion of female students was enrolled in General Associate degree programs (66.5 percent), followed by English as a Second Language programs (59.5 percent), and Adult Education (ABE and ASE) programs (57.9 percent). General Studies Certificate programs consisted of 56.0 percent female students, and 55.1 percent of those enrolled in Transfer programs was female (see Table A-7).

Instructional Program Enrollments by Racial/Ethnic Origin

Figure 4 illustrates the distribution of minorities in the two largest program areas, Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2024 indicated that the largest percentage of students in each racial/ethnic group was enrolled in Transfer programs: Pacific Islander (64.3 percent), Two or More Races (64.1 percent), Asian (62.6 percent), White (57.3 percent), Middle Eastern or North African (MENA; 57.1 percent), Native American (53.4 percent), African American (50.4 percent), U.S. Nonresident (48.2 percent), and Latino (46.7 percent). Latino students were enrolled in a larger proportion of Transfer (46.7 percent) than English as a Second Language (17.5 percent) programs. Overall, minority students (nonwhite including unknown) were least represented in the General Studies Certificate (23.9 percent), Vocational Skills (38.0 percent), Career and Technical Education (49.8 percent), and Transfer (51.8 percent) areas (see Table A-8).

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Figure 4. Minority Enrollments in Transfer and Career and Technical Education Programs, FY 2024



Instructional Program Enrollments by Age

During fiscal year 2024, two-thirds of community college credit students was under 25 years of age (65.5 percent). Two-thirds of the students under 25 enrolled in Transfer programs (67.7 percent). One out of every five (22.0 percent) credit students was between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Transfer (30.4 percent) and Career and Technical Education (33.8 percent). Overall, about one in eight Illinois community college credit students was at least 40 years of age (12.4 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (44.1 percent), which includes Career and Technical Education (33.4 percent) and short-term intensive Vocational Skills (10.7 percent) courses. One in five students aged 40 and above was pursuing a transfer program (18.3 percent) (see Table A-9).

Largest Career and Technical Education Programs

The largest Career and Technical Education curricula in fiscal year 2024 included Engineering Technologies; Business, Management, Marketing, and Related Supportive Services, Other; Associate Degree in Nursing; Child Care Provider/Assistant; Nursing Assistant/Aide and Patient Care Assistant/Aide; Business Administration and Management; and Automobile Mechanics Technology. Only one of these programs decreased in enrollment compared to the previous year. Engineering Technologies was again the largest program in fiscal year 2024, with 11,604 enrollments and saw an

increase of 1.6 percent (+187 students) from fiscal year 2023. The second largest program (Business, Management, Marketing, and Related Supportive Services, Other) increased over the previous year (+4.6 percent; +343 students). With 7,254 students in fiscal year 2024, Associate Degree Nursing/Registered Nursing (ADN/RN) was the third largest program, and enrollment increased by 0.3 percent (+21 students) over last year. ADN/RN program enrollments represent individuals who are pursuing the program but are not limited to individuals who have been formally admitted to the program. Child Care Provider/Assistant was the fourth largest program (+20.8 percent; +786). Nursing Assistant was the fifth largest program and increased 13.1 percent (+479 students) in fiscal year 2024. Business Administration and Management decreased 2.6 percent (-94 students) and was the sixth largest program in fiscal year 2024. The last of the largest programs, Automobile Mechanics Technology increased 14.7 percent (+413) from the previous year (see Table A-10).

Instructional Program Enrollments by Intent

Intent data provide the primary goals that students plan to achieve as a result of their studies. Initial intent data are self-reported by students when they first enroll at the college. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain the student's original entry intent. One in four students reported a workforce goal, which includes preparing for a job immediately after community college program completion (17.6 percent) and improving skills for a current position (8.2 percent). More students reported a goal of preparing for transfer to a four-year institution (36.8 percent). High school equivalency preparation was the goal for 10.1 percent of the students.

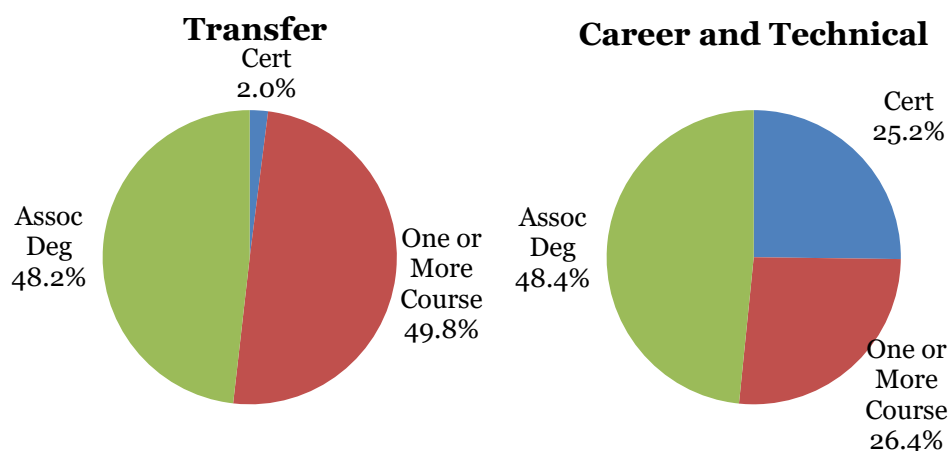
In an examination of student intent by program area, over one-half of the students in Adult Education (ABE and ASE), English as a Second Language, Career and Technical Education, Transfer, and Vocational Skills programs reported the goal that is most often associated with a given major. About three-quarters of the ABE/ASE and ESL students listed a desire to remedy basic skills deficiencies or to prepare for the high school equivalency test as their reason for enrolling in these programs. Fifty-six percent of students in Career and Technical Education programs enrolled with the intent of preparing for a job after community college or improving their job skills for their current position. Fifty-three percent of the students enrolled in Transfer programs indicated the intent to transfer to a four-year institution. Fifty-one percent of the Vocational students enrolled with the intent of preparing for a job after community college or improving job skills for their present position (see Table A-11).

Instructional Program Enrollments by Degree Objective

Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objectives convey the students' expected outcomes from attending the community college. In fiscal year 2024, 50.1 percent of all students indicated that they were enrolling with no intention of pursuing a degree—only to complete one or several courses. Figure 5 contains information on degree objective for the two largest community college programs. Transfer students

were split between degree-seekers (48.2 percent) and course takers (49.8 percent). A small contingent of students in Transfer programs indicated an interest in completing a certificate, which would entail changing to a career or general studies major. Half (48.4 percent) of the Career and Technical Education students also indicated they expected to complete an Associate degree, while 26.4 percent expected to complete one or several courses. One in four planned to complete a certificate. Many Career and Technical students planned to complete an entire program, while others simply wanted to improve their current skills or obtain new skills to enter a different career. At least nine out of ten students in the following program areas planned to only complete one or several courses: Vocational Skills, General Studies Certificate, English as a Second Language, and ABE/ASE (97.8; 96.0; 95.8; and 95.2 percent, respectively) (see Table A-12).

Figure 5. Degree Objective for Transfer and Career and Technical Education, FY 2024



Enrollment Hours by Term and Type of Attendance

Part-time attendance is prevalent among community college students who are often simultaneously engaged with college coursework, careers, and family responsibilities. During the fall semester, two-thirds (69.8 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (74.2 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester (291,699) is usually slightly higher than in the fall (274,255). Enrollment was higher for part-time in spring (216,374) than in fall (191,548), but not for full-time (spring = 75,325 and fall = 82,707). Nine out of ten students (90.0 percent) attended on a part-time basis during the summer term of fiscal year 2024 (less than nine credit hours) (see Table A-13).

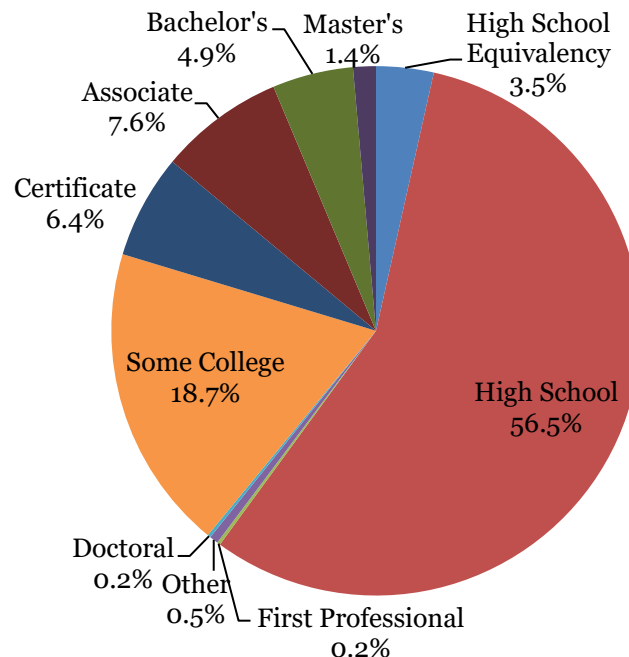
Highest Degree Earned by Students Prior to Attending Community College

The prior earned degree data reiterate that community colleges serve diverse populations. Figure 6 illustrates the educational background of fiscal year 2024 students. Prior degree

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reporting was similar compared to last year with less than two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Six in ten students entered the community college with a high school diploma/equivalency. Twenty-one percent earned some type of postsecondary certificate or degree. Fourteen percent had already earned degrees at or beyond the community college level. Nineteen percent of the students had previously taken college coursework without completing a certificate or degree (see Table A-14).

Figure 6. Headcount Enrollment by Prior Highest Degree Earned, FY 2024



Attempted vs. Earned Credit Hours

At all colleges and universities, there are students who, for a variety of reasons, are unable or unwilling to complete the requirements for the class(es) in which they enroll. In fiscal year 2024, Illinois community college students completed over 4.0 million credit hours, which was 79.5 percent of the hours they attempted. Full-time and part-time students earned a similar percentage of the hours they attempted (see Table A-15).

Accumulated College-Level Credit Hours

Of the 351,278 students (80.7 percent) for whom data were available, nearly two-thirds (65.7 percent) accumulated less than 30 college-level hours (freshman level). One-fifth (20.4 percent) accumulated between 30 and 59 credit hours (sophomore status), and 13.9 percent earned 60 or more credit hours (see Table A-16).

Grade Point Averages

Cumulative grade point average (GPA) data were available for 79.1 percent of the students enrolled in fiscal year 2024. Pre-college coursework does not generate GPA information. More than four out of five students had grade point averages of 2.01 or higher, which is a “C” average or above (85.7 percent). One-half of the students (54.2 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00). One-third (31.5 percent) achieved grade point averages in the “C” to “B” range (2.01 to 3.00) (see Table A-17).

Developmental Enrollment

During fiscal year 2024, one in ten (9.6 percent) students enrolled in Illinois community colleges—not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies—took at least one developmental course (N = 35,345). This represented an increase of 2.2 percent (+762) students since last year when there were 34,583 students enrolled in developmental courses. Over the most recent five-year period (2020-2024), the number of students enrolled in at least one developmental course decreased 32.5 percent (see Table A-19).

Nationally in 2019-20, 38.2 percent of first-year students at public 2-year institutions had ever enrolled in a remedial course, and 20.0 percent of these students were enrolled in remedial course(s) in fiscal year 2020. One in eight were enrolled in remedial mathematics courses (13.0 percent). About one in ten was enrolled in remedial reading or writing (10.4 percent) courses ([National Center for Education Statistics](#), 2022).

The appendices provide additional information on the academic area(s) in which students enrolled in developmental coursework at Illinois community colleges for fiscal years 2020 through 2024 (see Table A-21). Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time, the area was Mathematics. In fiscal year 2024, nearly six out of every ten students participating in developmental coursework needed assistance in just Math (57.2 percent). Compared to last year, Math Only developmental enrollments increased 8.2 percent. Since fiscal year 2020, there was a decrease of 32.2 percent among students with the need to take developmental Math exclusively. In fiscal year 2024, English Only comprised 24.0 percent of the population requiring developmental assistance. About 3.0 percent of the developmental course enrollments was in Reading Only. Reading difficulties are particularly problematic since they impede an individual’s ability to acquire new knowledge through written documents, which is a foundational skill in every academic course. Additionally, 1.3 percent of the fiscal year 2024 students who enrolled in developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs showed that seven in ten (71.7 percent) community college students who enrolled in developmental courses required assistance with their Math skills—alone or in combination with other areas. From fiscal years 2022 to 2024, the proportion of students requiring help in Math—either alone or in combination with other areas—saw a slight increase (70.1 percent last year). Long term, the proportion of students requiring Math skills enhancement—either alone or combined with other areas—saw a decrease (76.2 percent in fiscal year 2020). One percent of the

students in developmental courses (N = 432) needed assistance in all three areas—Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since weaknesses exist across the spectrum of skills required to acquire and process new information.

Overall during fiscal year 2024, Illinois Community College System students earned nearly two-thirds (64.6 percent) of the developmental credits they attempted. This was a slight increase from fiscal year 2023 when students earned 64.1 percent of the developmental credits attempted. Looking at the five-year period of 2020 to 2024, the percentage of developmental credits earned has remained steady around two-thirds each year (see Table A-20).

Dual Credit Enrollment

The Illinois Community College System recorded a total of 91,017 high school students enrolled in dual credit courses during fiscal year 2024. Currently, all Illinois community colleges offer dual credit courses. Annual dual credit enrollments increased 10.2 percent compared to the previous year (N = 82,602) and 31.3 percent compared to fiscal year 2020 (N = 69,299). This represents the largest enrollment ever reported for dual credit students in a single academic year.

Table A-22 in the Appendix provides a comparison of fiscal year 2020 through fiscal year 2024 dual credit headcount enrollments for each community college. Among Illinois' 48 community colleges, 35 colleges reported an increase in dual credit headcount, while ten exhibited decreases compared to fiscal year 2023. Three colleges experienced little or no change (1.0 percent or less) during fiscal year 2024.

High school students enrolled in dual credit courses comprised 20.9 percent of all credit enrollment (N = 435,426) at Illinois community colleges in fiscal year 2024.

More information on dual credit activity is available in the full Dual Credit Report.

FISCAL YEAR 2024 STUDENT NONCREDIT COURSE ENROLLMENT

Student Noncredit Course Enrollment by Community College

Illinois community colleges provide a wide range of noncredit instruction to meet a variety of community needs. Table 3 contains comparative noncredit enrollment data for the last five years. Fiscal year 1994 was the first year in which annual noncredit course enrollment data were collected. Beginning in fiscal year 2002, data are from the Noncredit Course Enrollment database (N1) which includes individual records for each student. Fiscal year 2024 is the twenty-sixth year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1).

Table 3
**COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2020-2024**

| | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|------------------------|---------|---------|---------|---------|---------|
| Unduplicated Headcount | 139,808 | 90,344 | 106,621 | 116,544 | 117,394 |
| % Change | -15.0% | -35.4% | 18.0% | 9.3% | 0.7% |
| Duplicated Headcount | 214,313 | 130,156 | 157,657 | 183,511 | 191,619 |
| % Change | -16.9% | -39.3% | 21.1% | 16.4% | 4.4% |
| Course Sections | 16,976 | 10,323 | 13,670 | 14,757 | 15,257 |
| % Change | -11.7% | -39.2% | 32.4% | 8.0% | 3.4% |

SOURCE OF DATA: ICCB Centralized Data System—Noncredit Course Enrollment (N1)

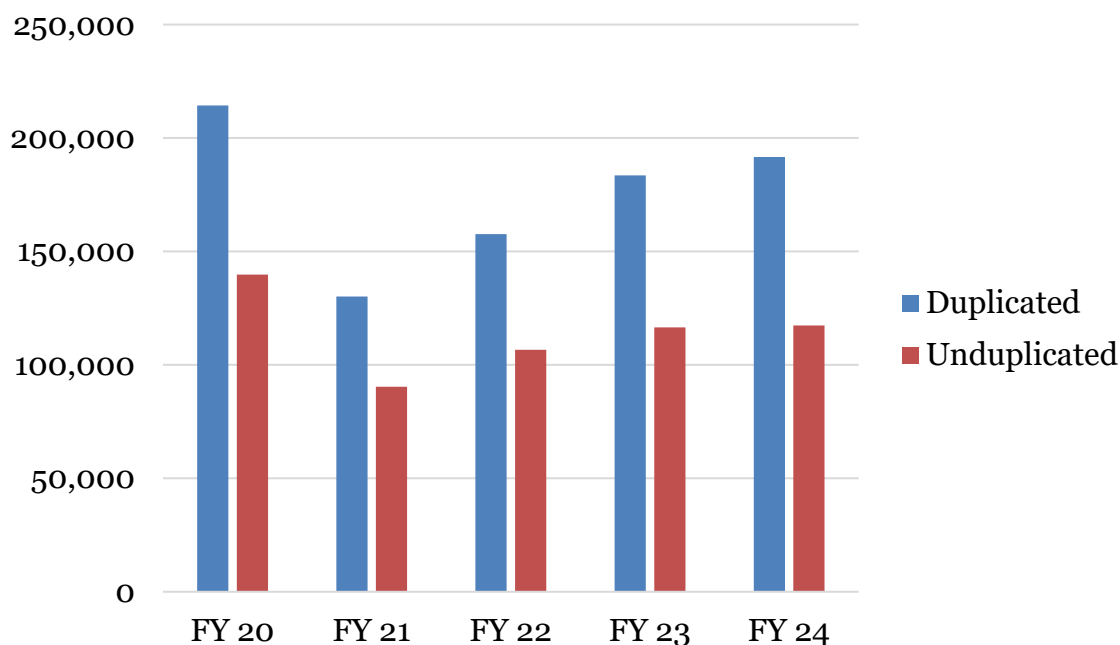
The number of noncredit course offerings and enrollments at the community colleges often varies from year to year, depending on the needs of the surrounding communities. Comparisons of fiscal years 2020 through fiscal year 2024 noncredit headcount enrollments and course sections conducted for each community college are provided in Appendix Tables B-1, B-2, and B-3. Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and, generally, noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data. Records are not added to the noncredit database unless the category of activity

Student Enrollments & Completions Fiscal Year 2024

information is supplied—business/industry contract; professional/vocational development; personal/social development; and youth programs.

During fiscal year 2024, Illinois community colleges conducted 15,257 noncredit course sections, 3.4 percent more than the previous year. From fiscal years 2020 to fiscal year 2024, the total number of course sections offered through the colleges decreased 10.1 percent. Despite a decrease in course offerings over the past five years, noncredit offerings continue to be an important part of college efforts to meet community and employer needs. Figure 7 illustrates that unduplicated student enrollments decreased from fiscal year 2020 to fiscal year 2024. During fiscal year 2024, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) increased 0.7 percent from the previous year. Over a longer time frame, unduplicated noncredit headcounts have decreased 16.0 percent over the last five fiscal years. The duplicated headcount (also known as “seatcount”) during fiscal year 2024 was 4.4 percent higher than the previous fiscal year and 10.6 percent lower than five years earlier.

Figure 7. Noncredit Course Enrollments, FY 2020-2024



Characteristics of Noncredit Students

Information is available to provide additional detail about the characteristics of the students enrolled in noncredit coursework at community colleges in fiscal year 2024. Still, there tends to be more unknown/unreported information in the noncredit data than in the credit submission. Cited percentages among noncredit enrollments are based on the reported data. Student characteristic information is based on unduplicated counts.

Information pertaining to course offerings is based on duplicated counts, since course attributes change and individuals can and do enroll in multiple courses.

Noncredit Student Gender

Similar to the distribution for credit programs, female students accounted for 46.4 percent of 2024 noncredit enrollments. Gender classifications are aligned with U.S. Department of Education collection and reporting standards. Approximately 15.1 percent of students either did not provide gender data or reported another gender. Gender data by category of activity show that most missing gender information or another gender was for individuals enrolled in personal and social development courses (see Table B-4).

Noncredit Student Ethnic Origin

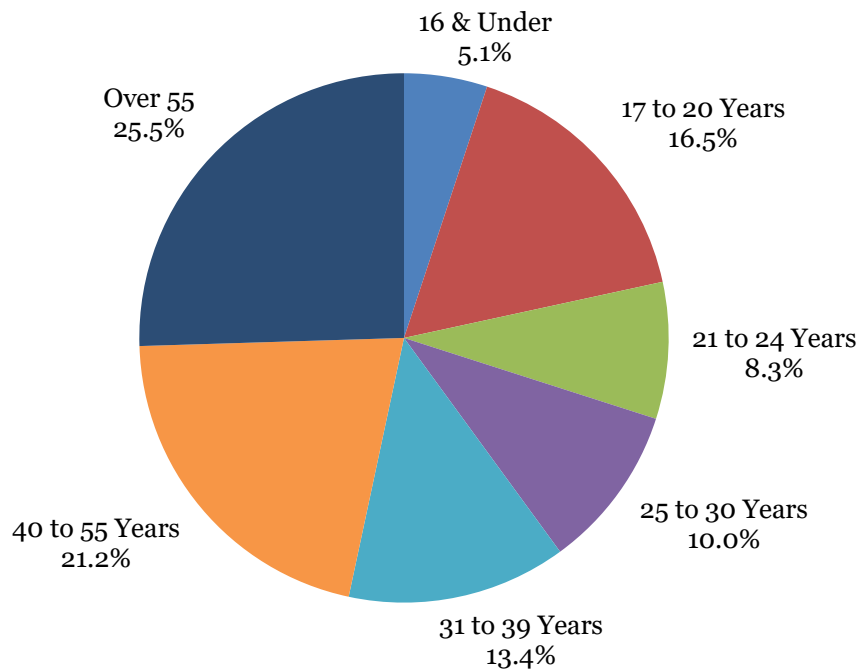
Racial/ethnic reporting among noncredit students was less complete than among credit students, as nearly two-fifths (39.0 percent) of noncredit records were missing racial/ethnic data. Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414. Minority students accounted for nearly one-third (30.5 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of 49.3 percent of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (69.5 percent), Latino (13.3 percent), African American (10.1 percent), Asian (4.6 percent), Two or More Races (1.6 percent), Native American (0.5 percent), U.S. Nonresident (0.2 percent), Pacific Islander (0.1 percent), and Middle Eastern or North African (0.1 percent) (see Table B-5).

Noncredit Student Age

Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2024 was 40.6 years, and the median age was 37.7 years. Age information was missing for nearly one-fourth (23.1 percent) of noncredit students during 2024. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 8. Nearly one-half (46.6 percent) of noncredit students were 40 years of age or older. Over one-fifth (21.2 percent) of noncredit students was ages 40 to 55, and nearly one-fourth (23.4 percent) was between 25 and 39 years of age. Nearly one-third (29.9 percent) of noncredit students was under 25 years of age (see Table B-6).

**Student Enrollments & Completions
Fiscal Year 2024**

Figure 8. Age Distribution of Noncredit Students, FY 2024



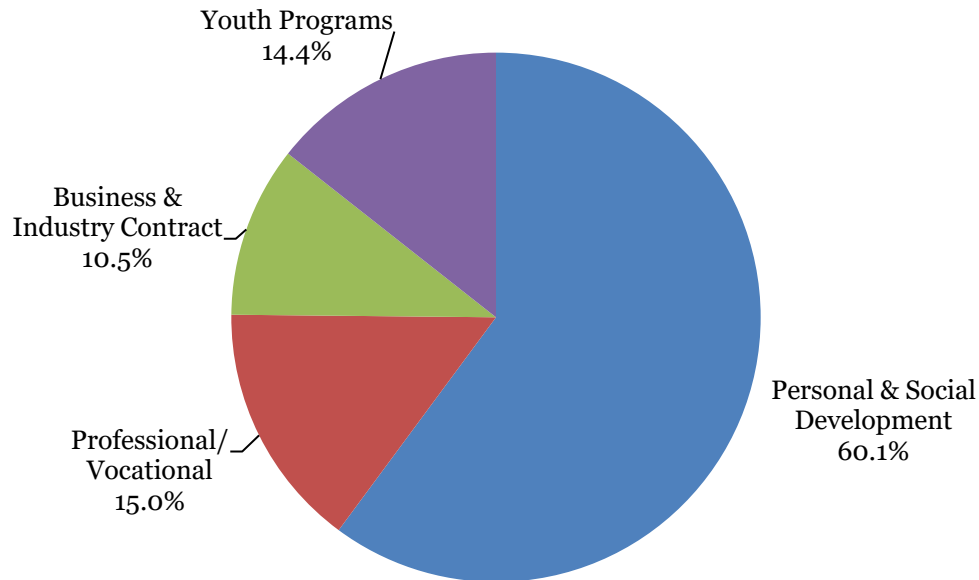
Noncredit Category of Activity (Duplicated)

For state reporting purposes, noncredit coursework is grouped into four broad categories: Business and Industry Contract, Professional/Vocational Development, Personal and Social Development, and Youth Programs. Records were not added to the database unless the category of activity information was supplied. Duplicated noncredit enrollment counts are used in the category of activity information depicted in Figure 9 (also see Table B-11).

Based on a duplicated count, 60.1 percent of the noncredit offerings were in the Personal and Social Development category. Personal and Social Development programming is an important community service provided by the colleges. Typically, these courses are offered as long as demand is sufficient to at least cover the cost of course delivery. They can also serve as a gateway to other credit or workforce-oriented courses offered by the college. One-fourth (25.5 percent) of the noncredit coursework were dedicated to developing workplace skills: Professional/Vocational (15.0 percent) and Business and Industry Contractual Training (10.5 percent). These courses meet the needs of area residents who are interested in acquiring specific skills without earning academic credit. Providing customized training is an important economic development activity in which colleges collaborate with local employers to tailor content and instructional delivery to their specific requirements. Illinois community colleges are extensively relied upon to develop and deliver coursework addressing the unique training requirements of area businesses, industries, and governmental organizations. The remaining 14.4 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).

**Student Enrollments & Completions
Fiscal Year 2024**

Figure 9. Category of Activity, Noncredit Course Enrollments (Duplicated), FY 2024



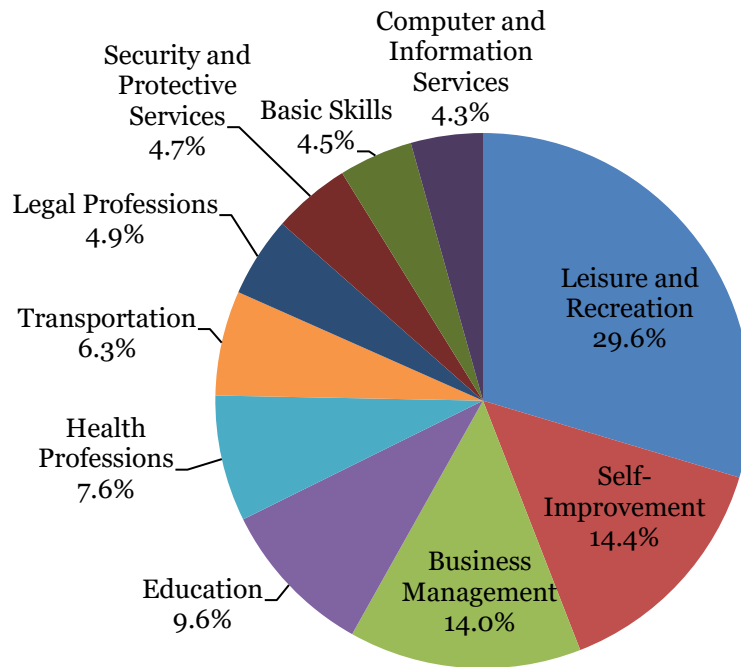
Largest Noncredit Offerings (Duplicated)

Two-digit classifications of instructional program (CIP) codes provide additional information about the areas where noncredit instruction was provided. Percentages cited are based on known CIP codes.

Across all categories of activity, ten programs (two-digit CIP) had over 5,000 noncredit course enrollments. These ten program areas accounted for over two-thirds (70.5 percent) of enrollments in noncredit courses where CIP data were reported. About one out of two enrollments in these ten programs accounted for in Figure 10 were in work-related programs: Business, Management, Marketing, and Related Support Services (14.0 percent); Education (9.6 percent); Health Professions and Related Programs (7.6 percent); Transportation and Materials Moving (6.3 percent); Legal Professions and Studies (4.9 percent); Homeland Security, Law Enforcement, Firefighting, and Related Protective Services (4.7 percent); and Computer and Information Sciences and Support Services (4.3 percent). The two largest programs were in the following areas: Leisure and Recreational Activities (N = 40,052; 29.6 percent) and Personal Awareness and Self-Improvement (N = 19,524; 14.4 percent). (see Table B-7).

Student Enrollments & Completions Fiscal Year 2024

Figure 10. Largest Noncredit Offerings (Duplicated), FY 2024



Noncredit Term of Attendance (Duplicated)

Term of enrollment was provided for all noncredit coursework for fiscal year 2024 (see Table B-9). The distribution of enrollments by term was as follows: Spring (39.2 percent), Fall (33.8 percent), and Summer (27.0 percent). Overall, the distribution is similar to fiscal year 2024 credit offerings with higher spring noncredit activity and fewer summer noncredit enrollments.

Noncredit Enrollment Distribution by Site/Location (Duplicated)

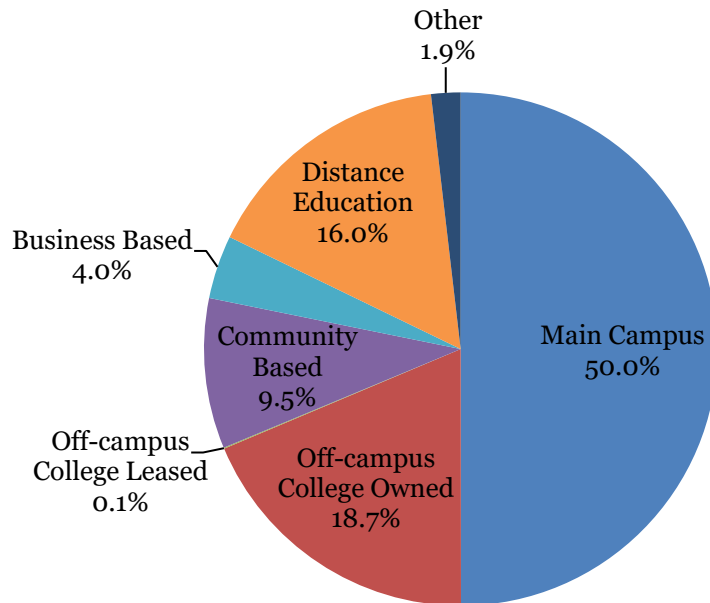
For state reporting purposes, six instructional site locations have been identified: Main Campus, Off-campus College Owned, Off-campus College Leased, Community Based, Business Based, and Distance Education. Acquiring more complete information about community college facility utilization and needs was one of the underlying reasons for collecting more detailed noncredit data. Complete data were available on the instructional site and Figure 11 shows that one-half of enrollments occurred on main college campuses, nearly one-fifth took place on off-campus college owned facilities, and sixteen percent took place via distance education. This distribution was similar to last year (see Table B-8).

Further information about the differences between the categories follows. Community-based sites are rented or leased, with site maintenance and upkeep the responsibility of the organization furnishing the space. Off-campus college-leased sites are controlled by

**Student Enrollments & Completions
Fiscal Year 2024**

the college with site maintenance and upkeep the responsibility of the college. Off-campus college-owned facilities are college-controlled branch or extension center sites located away from the main campus. Business-based sites are provided by businesses that contract for training services. Distance Education includes internet-based courses.

Figure 11. Noncredit Distribution by Site/Location, FY 2024



FISCAL YEAR 2024 COMPLETIONS

Degrees and Certificates Awarded by Community College

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2024 totaled 70,091. The number of community college completions in fiscal year 2024 is the third highest level ever reported. Table 4 contains comparative completion data for the last five years. The number of degrees and certificates awarded increased 7.4 percent from the previous year. Compared to fiscal year 2020, the total number of fiscal year 2024 completions increased 6.7 percent.

Table C-1 in the appendix provides a comparison of fiscal year 2020 through fiscal year 2024 duplicated completions for each community college. Compared to last year among the 48 colleges, 29 experienced increases in degree and certificate awards, while 17 exhibited decreases in the past year. Two colleges experienced little or no change. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the source of completions data.

Table 4
**SUMMARY COMPARISON OF ANNUAL COMPLETIONS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2020-2024**

| | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|---------------------------------|---------------|--------------|--------------|--------------|-------------|
| Trans/Gen Assoc/ Gen Studies | 30,796 | 29,470 | 28,816 | 27,770 | 29,056 |
| <i>% Change</i> | <i>33.3%</i> | <i>-4.3%</i> | <i>-2.2%</i> | <i>-3.6%</i> | <i>4.6%</i> |
| Career and Tech | 34,911 | 32,313 | 35,981 | 37,478 | 41,035 |
| <i>% Change</i> | <i>-10.8%</i> | <i>-7.4%</i> | <i>11.4%</i> | <i>4.2%</i> | <i>9.5%</i> |
| TOTALS | 65,707 | 61,783 | 64,797 | 65,248 | 70,091 |
| <i>% Change</i> | <i>5.6%</i> | <i>-6.0%</i> | <i>4.9%</i> | <i>0.7%</i> | <i>7.4%</i> |

SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Records

Degrees and Certificates Awarded by Program Categories

Just over half of the 70,091 completers during fiscal year 2024 received **Career and Technical Education** degrees or certificates (58.5 percent). Transfer degrees and certificates were the second most frequently awarded and accounted for 38.4 percent of all the collegiate-level completions (see Table C-2).

Looking at the trends over time, overall Career and Technical Education completions increased (9.5 percent) compared to last year. Accordingly, a comparison of overall fiscal year 2024 Career and Technical Education completions to those granted five years earlier reveals that the total number of awards increased by 17.5 percent. Career and Technical Education awards recorded nearly across the board long-term increases. However, since 2020, there was a decrease in Associate in Applied Science degrees (-164 graduates, or -1.8 percent). The number of longer-term career certificates awarded increased (+538 graduates or +9.8 percent). Between fiscal years 2020 and 2024, there was also an increase in short-term career certificates, which include Certificates of Nine to less than Thirty Semester Hours and Certificates of less than Nine Semester Hours (+5,750 graduates or +28.5 percent). There were no Vocational Skills Certificates awarded in fiscal years 2020-2024.

A closer examination of the categories of formal awards issued within Career and Technical Education in fiscal year 2024 shows that nearly two-thirds (63.2 percent) of the completions was Career Certificates of Less than One Year. About one-fourth was Associate in Applied Science degrees (22.1 percent). Longer-term Career Certificates accounted for 14.7 percent of the career program completions (see Table C-2).

The total number of **Transfer** degrees and certificates awarded increased 5.7 percent compared to last fiscal year. The overall number of Transfer degrees and certificates awarded in fiscal year 2024 decreased from fiscal year 2020 (-4.4 percent, N = -1,228).

A handful of colleges began awarding the General Education Core Curriculum (GECC) Credential in fiscal year 2019 (N = 405). The GECC Credential is a credential provided by the college for completion of 37 to 41 credit hours to satisfy the General Education Core Curriculum of the Illinois Articulation Initiative. In fiscal year 2020, many more colleges began awarding GECC Credentials, and the number awarded sharply increased to 8,819, and this trend continued in 2024, when 9,441 GECC Credentials were awarded, accounting for 13.5 percent of all completions.

Among Transfer degrees and certificates granted, the Associate in Arts (A.A.) degree was most commonly awarded. The proportion of A.A. degrees decreased to 45.4 percent in fiscal year 2024 from 49.2 percent the previous year. One-third (35.0 percent) of the Transfer degrees and certificates earned was the GECC Credential. Nearly one-sixth (16.5 percent) of the Transfer degrees and certificates earned was an Associate in Science degree (see Table C-2).

Summary of Graduates by Degree Categories

Gender of Graduates by Degree Category

During fiscal year 2024, more than half of the degrees and certificates was earned by females (53.9 percent). The degrees and certificates attained by the highest proportion of females were Short-term Certificates of less than Nine Semester Hours (66.6 percent), Associate in Fine Arts (64.1 percent), General Associate (62.6 percent), GECC Credential (59.6 percent), Associate in Applied Science (59.5 percent), and Associate in Arts (59.3

percent). Although small in overall number, the Associate in Engineering Science (N = 379) had the highest proportion of male graduates (82.3 percent, N = 312). Short-term Certificates of Nine to less than Thirty Semester Hours were the specific award category with the largest number of male graduates (N = 9,619). The male/female distribution within the Transfer and Career and Technical Education degree and certificate areas drive the overall gender proportion. A very small proportion (0.6 percent) of degrees and certificates was earned by students with unknown or another gender (see Table C-3).

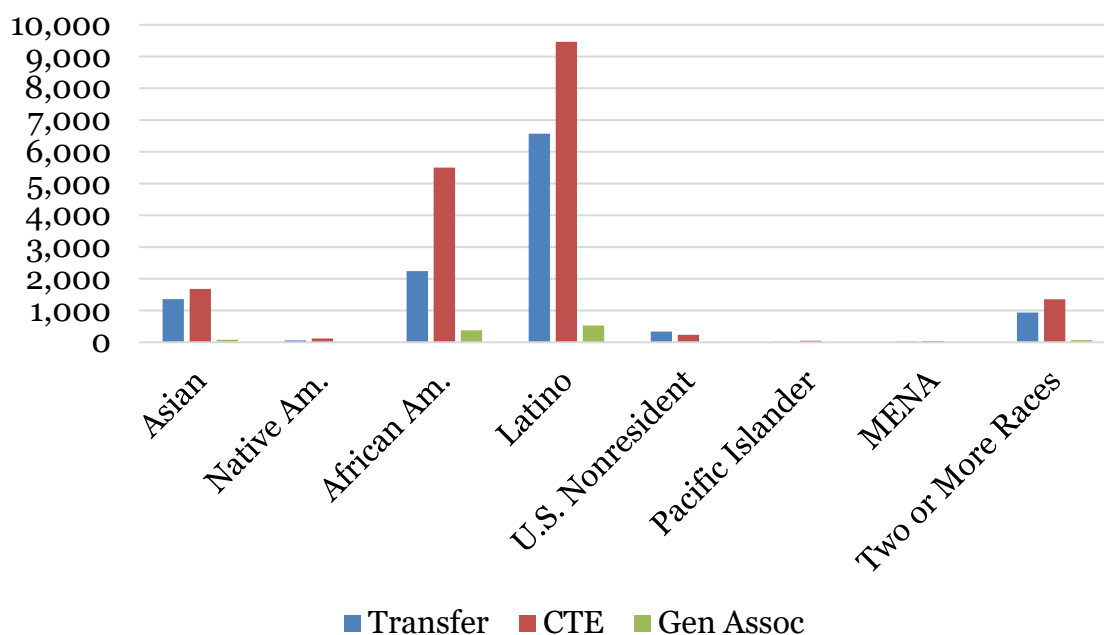
Racial Ethnic Origin of Graduates by Degree Category

Four in ten (44.3 percent) degrees and certificates in fiscal year 2024 were awarded to minority students (nonwhite). In Table C-4, more minority graduates completed Career and Technical Education degrees and certificates (N = 18,441) than Transfer degrees and certificates (N = 11,552).

Four out of every ten (42.9 percent) fiscal year 2024 Transfer degrees and certificates were earned by minority students. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (46.5 percent), while 33.4 percent was GECC Credentials, and 17.5 percent was Associate in Science degrees. The overall proportion of minority Transfer completers was similar to last year.

Latino students (N = 16,562) completed more than twice as many collegiate-level programs than did African American students (N = 8,124) in fiscal year 2024. Figure 12 illustrates the distribution of minority students who successfully completed degree and certificate programs in the Illinois Community College System during fiscal year 2024 (see Table C-4).

Figure 12. Associate Degrees Earned by Minority Students, Fiscal Year 2024



Age of Graduates by Degree Category

Twenty-nine percent of all completers were in the under 21-year-old age group (29.1 percent). The youngest graduates were in Transfer (45.9 percent) and Career and Technical Education (52.7 percent) programs. The 21-24 age group accounted for one-third (34.1 percent) of all graduates. Graduates between 25 and 30 accounted for nearly one-sixth (15.1 percent) of the total, and the 31-39 age group accounted for 11.7 percent.

Nearly half (44.0 percent) of the students 30 and under completed Transfer degrees and certificates, while 18.2 percent of graduates over the age of 30 completed Transfer programs. Three out of four (77.1 percent) graduates over 30 earned Career and Technical Education degrees and certificates. Generally, the proportion of Career and Technical Education graduates increased as student age advanced (see Table C-5).

Intent of Graduates by Degree Category

Self-reported intent data disclose the primary goal a student wants to achieve as a result of studies. The community colleges examine current intent versus student intent at the time of initial enrollment at the college. In these analyses, available **current intent** was examined to reflect the changing needs and desires of the community college student. Seven out of every ten students (70.0 percent) who attained a Transfer degree or certificate in fiscal year 2024 indicated that they intended to prepare for transfer to a four-year institution. Seventeen percent of these successful students indicated a desire to either prepare for a job immediately after community college or to improve present job skills—intent that would most often be associated with seeking a Career and Technical Education degree or certificate.

Similarly, 53.9 percent of those students who attained a Career and Technical Education degree or certificate indicated they were preparing for a job immediately after completing community college or improving present job skills. Over one-fourth (28.2 percent) of the Career and Technical Education graduates indicated that they were preparing for transfer to a four-year institution. Pursuing a Career and Technical Education degree does not preclude a student from transferring to a four-year institution (see Table C-6).

Degree Objective of Graduates by Degree Category

The self-reported degree objective provides an indication of the student's expected outcome from attending the community college. One might anticipate that they would mirror student completion patterns. Four out of five (80.5 percent) students who earned Transfer degrees and certificates in fiscal year 2024 indicated that they enrolled with a desire to complete an associate degree. However, one in six (17.1 percent) indicated that they wanted to complete only one or several courses and were not pursuing a degree.

A review of Career and Technical Education graduates reveals a similar pattern: 81.6 percent of the Career and Technical Education students who earned an Associate in Applied Science degree had listed completing an associate degree as their objective. One-

sixth (18.1 percent) of these students planned to only complete one or several courses or a certificate but ended up surpassing their goal by earning an Associate in Applied Science degree (see Table C-7).

CLOSING COMMENTS

Demand for the programs and services delivered by Illinois community colleges remain strong. During fiscal year 2024, the Illinois Community College System provided education and training to 552,820 students in credit and noncredit courses. More than three-fourths of these students were in credit courses. The 70,091 degrees and certificates awarded in fiscal year 2024 were the third highest number ever reported for Illinois Community College System graduates. This is an increase of 7.4 percent over last year and 6.7 percent from 2020.

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[https://nces.ed.gov/programs/coe/indicator/cha/undergrad-enrollment#:~:text=Between%202009%20and%202020%2C%20total,students\)%20between%202020%20and%202030](https://nces.ed.gov/programs/coe/indicator/cha/undergrad-enrollment#:~:text=Between%202009%20and%202020%2C%20total,students)%20between%202020%20and%202030)

APPENDIX A: CREDIT ENROLLMENT DATA TABLES



Illinois Community College Board
Table A-1
SUMMARY COMPARISON OF ANNUAL CREDIT HEADCOUNT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2020-2024

| District | College Name | FY 2020 Headcount | FY 2021 Headcount | FY 2022 Headcount | FY 2023 Headcount | FY 2024 Headcount | % Change 2020-2024 | % Change 2023-2024 |
|----------|--------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|
| 503 | Black Hawk | 7,014 | 6,094 | 5,789 | 5,795 | 6,072 | -13.4 % | 4.8 % |
| 518 | Carl Sandburg | 2,727 | 2,443 | 2,275 | 2,295 | 2,308 | -15.4 | 0.6 |
| 508 | City Colleges of Chicago | (63,973) | (54,241) | (50,711) | (55,040) | (62,043) | (-3.0) | (12.7) |
| 02 | Harold Washington | 10,984 | 9,519 | 8,248 | 8,156 | 8,446 | -23.1 | 3.6 |
| 04 | Harry S Truman | 10,731 | 8,110 | 7,908 | 9,278 | 10,719 | -0.1 | 15.5 |
| 01 | Kennedy-King | 3,799 | 2,866 | 2,904 | 3,358 | 4,487 | 18.1 | 33.6 |
| 03 | Malcolm X | 10,344 | 10,432 | 9,601 | 10,712 | 12,016 | 16.2 | 12.2 |
| 05 | Olive-Harvey | 3,740 | 3,068 | 3,075 | 3,582 | 4,587 | 22.6 | 28.1 |
| 06 | Richard J. Daley | 10,341 | 8,361 | 7,526 | 8,067 | 9,786 | -5.4 | 21.3 |
| 07 | Wilbur Wright | 14,034 | 11,885 | 11,449 | 11,887 | 12,002 | -14.5 | 1.0 |
| 502 | College of DuPage | 39,710 | 36,245 | 35,659 | 37,930 | 41,539 | 4.6 | 9.5 |
| 532 | College of Lake County | 22,861 | 20,233 | 20,056 | 20,509 | 22,299 | -2.5 | 8.7 |
| 507 | Danville Area | 5,790 | 4,074 | 3,196 | 3,153 | 3,274 | -43.5 | 3.8 |
| 509 | Elgin | 14,467 | 11,788 | 12,559 | 13,863 | 15,160 | 4.8 | 9.4 |
| 512 | Harper | 23,552 | 22,623 | 21,370 | 21,901 | 22,904 | -2.8 | 4.6 |
| 540 | Heartland | 8,588 | 7,621 | 7,402 | 7,565 | 7,665 | -10.7 | 1.3 |
| 519 | Highland | 2,907 | 2,558 | 2,754 | 2,684 | 3,031 | 4.3 | 12.9 |
| 514 | Illinois Central | 12,302 | 11,132 | 10,381 | 9,920 | 10,579 | -14.0 | 6.6 |
| 529 | Illinois Eastern | (21,869) | (14,829) | (17,242) | (17,950) | (16,029) | (-26.7) | (-10.7) |
| 04 | Frontier | 6,529 | 3,257 | 13,476 | 14,619 | 12,801 | 96.1 | -12.4 |
| 01 | Lincoln Trail | 1,108 | 933 | 793 | 781 | 752 | -32.1 | -3.7 |
| 02 | Olney Central | 1,557 | 1,365 | 1,442 | 1,230 | 1,252 | -19.6 | 1.8 |
| 03 | Wabash Valley | 12,675 | 9,274 | 1,531 | 1,320 | 1,224 | -90.3 | -7.3 |
| 513 | Illinois Valley | 4,376 | 3,772 | 3,757 | 3,887 | 4,031 | -7.9 | 3.7 |
| 530 | John A. Logan | 10,178 | 6,975 | 6,406 | 6,115 | 5,300 | -47.9 | -13.3 |
| 539 | John Wood | 2,696 | 2,724 | 2,489 | 2,554 | 2,629 | -2.5 | 2.9 |
| 525 | Joliet Junior | 22,871 | 20,745 | 20,068 | 19,810 | 20,583 | -10.0 | 3.9 |
| 520 | Kankakee | 4,629 | 3,791 | 3,654 | 3,754 | 3,940 | -14.9 | 5.0 |
| 501 | Kaskaskia | 5,513 | 4,822 | 5,512 | 5,715 | 5,741 | 4.1 | 0.5 |
| 523 | Kishwaukee | 4,508 | 3,842 | 3,500 | 3,591 | 3,872 | -14.1 | 7.8 |
| 517 | Lake Land | 14,789 | 12,367 | 8,533 | 8,125 | 8,745 | -40.9 | 7.6 |
| 536 | Lewis and Clark | 8,377 | 6,471 | 5,436 | 5,498 | 5,689 | -32.1 | 3.5 |
| 526 | Lincoln Land | 9,665 | 8,670 | 8,495 | 8,984 | 9,697 | 0.3 | 7.9 |
| 528 | McHenry County | 11,434 | 11,883 | 12,879 | 13,282 | 13,303 | 16.3 | 0.2 |
| 524 | Moraine Valley | 21,075 | 17,693 | 17,409 | 17,617 | 17,956 | -14.8 | 1.9 |
| 527 | Morton | 6,682 | 5,387 | 5,414 | 5,542 | 5,879 | -12.0 | 6.1 |
| 535 | Oakton | 17,064 | 14,960 | 13,820 | 16,018 | 17,467 | 2.4 | 9.0 |
| 505 | Parkland | 10,349 | 9,133 | 8,533 | 8,984 | 9,633 | -6.9 | 7.2 |
| 515 | Prairie State | 7,535 | 5,689 | 5,482 | 6,053 | 6,382 | -15.3 | 5.4 |
| 521 | Rend Lake | 3,612 | 3,081 | 3,279 | 3,270 | 3,428 | -5.1 | 4.8 |
| 537 | Richland | 4,192 | 3,499 | 3,488 | 3,885 | 3,704 | -11.6 | -4.7 |
| 511 | Rock Valley | 9,801 | 8,551 | 9,175 | 7,769 | 9,280 | -5.3 | 19.4 |
| 506 | Sauk Valley | 2,659 | 2,290 | 2,371 | 2,402 | 2,552 | -4.0 | 6.2 |
| 531 | Shawnee | 3,006 | 2,663 | 2,741 | 2,798 | 2,798 | -6.9 | 0.0 |
| 510 | South Suburban | 9,062 | 7,210 | 7,638 | 7,724 | 7,937 | -12.4 | 2.8 |
| 533 | Southeastern Illinois | 3,757 | 2,196 | 2,464 | 3,099 | 3,275 | -12.8 | 5.7 |
| 522 | Southwestern Illinois | 15,048 | 13,299 | 14,474 | 14,786 | 15,081 | 0.2 | 2.0 |
| 534 | Spoon River | 1,986 | 1,684 | 1,654 | 1,726 | 1,699 | -14.5 | -1.6 |
| 504 | Triton | 16,431 | 14,714 | 15,218 | 15,090 | 16,508 | 0.5 | 9.4 |
| 516 | Waubonsee | <u>15,423</u> | <u>13,452</u> | <u>13,675</u> | <u>14,534</u> | <u>15,414</u> | <u>-0.1 %</u> | <u>6.1 %</u> |
| Totals | | 472,478 | 405,444 | 396,958 | 411,217 | 435,426 | -7.8 % | 5.9 % |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-2
SUMMARY COMPARISON OF ANNUAL FTE* ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2020-2024

| District | College Name | FY 2020 FTE | FY 2021 FTE | FY 2022 FTE | FY 2023 FTE | FY 2024 FTE | % Change 2020-2024 | % Change 2023-2024 |
|----------|--------------------------|----------------|----------------|----------------|----------------|----------------|-----------------------|-----------------------|
| 503 | Black Hawk | 3,060 | 2,627 | 2,492 | 2,546 | 2,662 | -13.0 % | 4.6 % |
| 518 | Carl Sandburg | 1,297 | 1,129 | 1,068 | 1,089 | 1,125 | -13.3 | 3.3 |
| 508 | City Colleges of Chicago | (30,430) | (25,897) | (23,553) | (24,901) | (27,759) | (-8.8) | (11.5) |
| 02 | Harold Washington | 5,263 | 4,345 | 3,662 | 3,572 | 3,651 | -30.6 | 2.2 |
| 04 | Harry S Truman | 4,866 | 3,740 | 3,483 | 4,210 | 4,832 | -0.7 | 14.8 |
| 01 | Kennedy-King | 1,923 | 1,381 | 1,453 | 1,495 | 1,935 | 0.6 | 29.4 |
| 03 | Malcolm X | 5,183 | 5,143 | 4,517 | 4,924 | 5,370 | 3.6 | 9.1 |
| 05 | Olive-Harvey | 1,617 | 1,349 | 1,249 | 1,448 | 1,923 | 19.0 | 32.8 |
| 06 | Richard J. Daley | 4,840 | 3,908 | 3,564 | 3,791 | 4,691 | -3.1 | 23.7 |
| 07 | Wilbur Wright | 6,738 | 6,031 | 5,625 | 5,460 | 5,356 | -20.5 | -1.9 |
| 502 | College of DuPage | 15,051 | 14,183 | 13,508 | 13,851 | 15,008 | -0.3 | 8.3 |
| 532 | College of Lake County | 8,802 | 8,063 | 7,822 | 7,915 | 8,686 | -1.3 | 9.7 |
| 507 | Danville Area | 1,627 | 1,346 | 1,234 | 1,327 | 1,424 | -12.4 | 7.3 |
| 509 | Elgin | 6,535 | 5,444 | 5,460 | 5,920 | 6,500 | -0.5 | 9.8 |
| 512 | Harper | 9,141 | 8,658 | 8,043 | 8,183 | 8,693 | -4.9 | 6.2 |
| 540 | Heartland | 3,313 | 3,001 | 2,990 | 3,071 | 3,093 | -6.7 | 0.7 |
| 519 | Highland | 1,160 | 1,060 | 1,056 | 990 | 1,087 | -6.3 | 9.8 |
| 514 | Illinois Central | 5,252 | 4,648 | 4,251 | 4,119 | 4,446 | -15.3 | 7.9 |
| 529 | Illinois Eastern | (3,519) | (2,914) | (2,927) | (2,920) | (2,895) | (-17.7) | (-0.9) |
| 04 | Frontier | 719 | 628 | 995 | 1,019 | 1,060 | 47.3 | 4.0 |
| 01 | Lincoln Trail | 556 | 536 | 463 | 479 | 436 | -21.6 | -9.0 |
| 02 | Olney Central | 890 | 785 | 853 | 810 | 797 | -10.5 | -1.7 |
| 03 | Wabash Valley | 1,354 | 965 | 616 | 611 | 603 | -55.5 | -1.4 |
| 513 | Illinois Valley | 1,841 | 1,638 | 1,588 | 1,652 | 1,675 | -9.0 | 1.4 |
| 530 | John A. Logan | 2,657 | 2,288 | 2,104 | 2,169 | 2,174 | -18.2 | 0.2 |
| 539 | John Wood | 1,374 | 1,326 | 1,204 | 1,204 | 1,217 | -11.4 | 1.1 |
| 525 | Joliet Junior | 9,172 | 8,301 | 7,783 | 7,742 | 8,182 | -10.8 | 5.7 |
| 520 | Kankakee | 1,673 | 1,519 | 1,410 | 1,542 | 1,723 | 3.0 | 11.7 |
| 501 | Kaskaskia | 2,328 | 2,030 | 2,204 | 2,302 | 2,441 | 4.9 | 6.1 |
| 523 | Kishwaukee | 1,963 | 1,661 | 1,520 | 1,620 | 1,772 | -9.7 | 9.4 |
| 517 | Lake Land | 5,487 | 3,279 | 3,270 | 3,650 | 3,782 | -31.1 | 3.6 |
| 536 | Lewis and Clark | 3,220 | 2,639 | 2,302 | 2,293 | 2,506 | -22.2 | 9.3 |
| 526 | Lincoln Land | 4,061 | 3,764 | 3,617 | 3,590 | 3,845 | -5.3 | 7.1 |
| 528 | McHenry County | 4,345 | 4,455 | 4,756 | 5,081 | 4,956 | 14.1 | -2.5 |
| 524 | Moraine Valley | 8,525 | 7,294 | 6,880 | 7,014 | 7,206 | -15.5 | 2.7 |
| 527 | Morton | 2,620 | 2,255 | 2,175 | 2,188 | 2,335 | -10.9 | 6.7 |
| 535 | Oakton | 5,667 | 5,155 | 4,937 | 5,238 | 5,770 | 1.8 | 10.2 |
| 505 | Parkland | 4,551 | 3,927 | 3,629 | 3,845 | 4,014 | -11.8 | 4.4 |
| 515 | Prairie State | 2,872 | 2,182 | 1,970 | 2,222 | 2,355 | -18.0 | 6.0 |
| 521 | Rend Lake | 1,676 | 1,430 | 1,510 | 1,489 | 1,461 | -12.8 | -1.8 |
| 537 | Richland | 1,634 | 1,402 | 1,284 | 1,334 | 1,338 | -18.1 | 0.3 |
| 511 | Rock Valley | 4,736 | 4,090 | 4,078 | 3,685 | 4,148 | -12.4 | 12.6 |
| 506 | Sauk Valley | 1,190 | 1,027 | 1,025 | 1,054 | 1,088 | -8.6 | 3.2 |
| 531 | Shawnee | 1,067 | 1,025 | 977 | 1,110 | 951 | -10.9 | -14.3 |
| 510 | South Suburban | 2,390 | 1,945 | 2,052 | 2,033 | 2,170 | -9.2 | 6.8 |
| 533 | Southeastern Illinois | 984 | 795 | 768 | 858 | 879 | -10.7 | 2.4 |
| 522 | Southwestern Illinois | 6,200 | 5,511 | 5,720 | 5,675 | 5,923 | -4.5 | 4.4 |
| 534 | Spoon River | 869 | 758 | 731 | 719 | 718 | -17.3 | -0.1 |
| 504 | Triton | 6,338 | 5,500 | 5,521 | 5,459 | 5,830 | -8.0 | 6.8 |
| 516 | Waubonsee | <u>5,804</u> | <u>5,126</u> | <u>5,189</u> | <u>5,605</u> | <u>5,890</u> | <u>1.5 %</u> | <u>5.1 %</u> |
| Totals | | 184,435 | 161,294 | 154,608 | 159,204 | 169,729 | -8.0 % | 6.6 % |

*Full-time equivalent enrollments are based on all credit hours attempted (including nonreimbursable credit hours).
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-3
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY GENDER*
FISCAL YEARS 2020-2024

| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|------------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Male | 215,868 | 45.7% | 173,286 | 42.7% | 174,170 | 43.9% | 183,514 | 44.6% | 195,971 | 45.0% |
| <i>Percent Change</i> | -6.3% | | -19.7% | | 0.5% | | 5.4% | | 6.8% | |
| Female | 256,610 | 54.3% | 232,158 | 57.3% | 222,788 | 56.1% | 224,337 | 54.6% | 235,435 | 54.1% |
| <i>Percent Change</i> | -5.0% | | -9.5% | | -4.0% | | 0.7% | | 4.9% | |
| Unknown or Another Gender | -- | -- | -- | -- | -- | -- | 3,366 | 0.8% | 4,020 | 0.9% |
| <i>Percent Change</i> | -- | | -- | | -- | | -- | | -- | |
| Total | 472,478 | 100.0% | 405,444 | 100.0% | 396,958 | 100.0% | 411,217 | 100.0% | 435,426 | 100.0% |
| <i>Percent Change</i> | -5.6% | | -14.2% | | -2.1% | | 3.6% | | 5.9% | |

*Gender classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-4a
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN*
FISCAL YEARS 2020-2024

| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|----------------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Asian | 23,434 | 5.2% | 21,235 | 5.5% | 20,945 | 5.5% | 22,493 | 5.7% | 24,447 | 5.8% |
| <i>Percent Change</i> | -4.1% | | -9.4% | | -1.4% | | 7.4% | | 8.7% | |
| Native American/Alaskan | 1,083 | 0.2% | 992 | 0.3% | 1,033 | 0.3% | 1,099 | 0.3% | 1,109 | 0.3% |
| <i>Percent Change</i> | -4.3% | | -8.4% | | 4.1% | | 6.4% | | 0.9% | |
| African American | 58,717 | 12.9% | 47,608 | 12.2% | 47,952 | 12.6% | 49,665 | 12.6% | 54,550 | 13.0% |
| <i>Percent Change</i> | -8.5% | | -18.9% | | 0.7% | | 3.6% | | 9.8% | |
| Latino | 115,779 | 25.5% | 96,728 | 24.9% | 100,600 | 26.4% | 108,070 | 27.5% | 122,872 | 29.4% |
| <i>Percent Change</i> | -1.5% | | -16.5% | | 4.0% | | 7.4% | | 13.7% | |
| White | 238,685 | 52.6% | 207,264 | 53.3% | 195,429 | 51.3% | 195,456 | 49.7% | 195,419 | 46.7% |
| <i>Percent Change</i> | -6.8% | | -13.2% | | -5.7% | | 0.0% | | 0.0% | |
| U.S. Nonresident | 3,701 | 0.8% | 3,197 | 0.8% | 3,351 | 0.9% | 4,129 | 1.0% | 4,664 | 1.1% |
| <i>Percent Change</i> | -10.4% | | -13.6% | | 4.8% | | 23.2% | | 13.0% | |
| Pacific Islander/Native Hawaiian | 413 | 0.1% | 352 | 0.1% | 330 | 0.1% | 587 | 0.1% | 736 | 0.2% |
| <i>Percent Change</i> | -11.0% | | -14.8% | | -6.3% | | 77.9% | | 25.4% | |
| Middle Eastern or North African | -- | -- | -- | -- | -- | -- | -- | -- | 1,173 | 0.3% |
| <i>Percent Change</i> | -- | | -- | | -- | | -- | | -- | |
| Two or More Races | 12,352 | 2.7% | 11,632 | 3.0% | 11,297 | 3.0% | 12,129 | 3.1% | 13,671 | 3.3% |
| <i>Percent Change</i> | 0.6% | | -5.8% | | -2.9% | | 7.4% | | 12.7% | |
| Total Known | 454,164 | 100.0% | 389,008 | 100.0% | 380,937 | 100.0% | 393,628 | 100.0% | 418,641 | 100.0% |
| All Other Unknown | 18,314 | 4.0% | 16,436 | 4.2% | 16,021 | 4.2% | 17,589 | 4.5% | 16,785 | 4.0% |
| TOTALS | 472,478 | | 405,444 | | 396,958 | | 411,217 | | 435,426 | |
| <i>Percent Change</i> | -5.6% | | -14.2% | | -2.1% | | 3.6% | | 5.9% | |

*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-4b
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN* OF PELL RECIPIENTS**
FISCAL YEARS 2020-2024

| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Asian | 4,298 | 4.8% | 3,845 | 5.2% | 3,558 | 5.0% | 3,371 | 4.7% | 3,513 | 4.6% |
| <i>Percent Change</i> | -0.8% | | -10.5% | | -7.5% | | -5.3% | | 4.2% | |
| Native American/Alaskan | 231 | 0.3% | 211 | 0.3% | 202 | 0.3% | 211 | 0.3% | 209 | 0.3% |
| <i>Percent Change</i> | 0.0% | | -8.7% | | -4.3% | | 4.5% | | -0.9% | |
| African American | 19,940 | 22.5% | 15,514 | 21.0% | 15,076 | 21.1% | 15,721 | 22.0% | 17,580 | 22.8% |
| <i>Percent Change</i> | -5.6% | | -22.2% | | -2.8% | | 4.3% | | 11.8% | |
| Latino | 25,607 | 28.9% | 21,649 | 29.3% | 22,028 | 30.9% | 23,229 | 32.4% | 25,466 | 33.1% |
| <i>Percent Change</i> | 3.6% | | -15.5% | | 1.8% | | 5.5% | | 9.6% | |
| White | 35,123 | 39.6% | 29,540 | 40.0% | 27,478 | 38.5% | 25,988 | 36.3% | 26,245 | 34.1% |
| <i>Percent Change</i> | -4.7% | | -15.9% | | -7.0% | | -5.4% | | 1.0% | |
| U.S. Nonresident | 176 | 0.2% | 173 | 0.2% | 152 | 0.2% | 142 | 0.2% | 130 | 0.2% |
| <i>Percent Change</i> | -20.4% | | -1.7% | | -12.1% | | -6.6% | | -8.5% | |
| Pacific Islander/Native Hawaiian | 80 | 0.1% | 70 | 0.1% | 62 | 0.1% | 65 | 0.1% | 91 | 0.1% |
| <i>Percent Change</i> | -2.4% | | -12.5% | | -11.4% | | 4.8% | | 40.0% | |
| Middle Eastern or North African | -- | -- | -- | -- | -- | -- | -- | -- | 472 | 0.6% |
| <i>Percent Change</i> | -- | | -- | | -- | | -- | | -- | |
| Two or More Races | 3,195 | 3.6% | 2,792 | 3.8% | 2,752 | 3.9% | 2,886 | 4.0% | 3,261 | 4.2% |
| <i>Percent Change</i> | -0.9% | | -12.6% | | -1.4% | | 4.9% | | 13.0% | |
| Total Known | 88,650 | 100.0% | 73,794 | 100.0% | 71,308 | 100.0% | 71,613 | 100.0% | 76,967 | 100.0% |
| All Other Unknown | 2,069 | 2.3% | 1,846 | 2.5% | 1,831 | 2.6% | 1,842 | 2.6% | 1,814 | 2.4% |
| TOTALS | 90,719 | | 75,640 | | 73,139 | | 73,455 | | 78,781 | |
| <i>Percent Change</i> | -2.4% | | -16.6% | | -3.3% | | 0.4% | | 7.3% | |

*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.

**Pell Recipients include Dual Enrollment Experiment and Second Chance Pell Experiment Recipients.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-4c
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN* OF FIRST-GENERATION STUDENTS
FISCAL YEARS 2020-2024

| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|----------------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Asian | 6,284 | 3.5% | 5,685 | 3.7% | 5,563 | 3.6% | 5,848 | 4.0% | 6,205 | 4.0% |
| <i>Percent Change</i> | -5.6% | | -9.5% | | -2.1% | | 5.1% | | 6.1% | |
| Native American/Alaskan | 389 | 0.2% | 355 | 0.2% | 399 | 0.3% | 375 | 0.3% | 386 | 0.2% |
| <i>Percent Change</i> | -15.8% | | -8.7% | | 12.4% | | -6.0% | | 2.9% | |
| African American | 24,625 | 13.7% | 20,938 | 13.6% | 20,613 | 13.5% | 21,118 | 14.6% | 23,020 | 14.7% |
| <i>Percent Change</i> | -10.3% | | -15.0% | | -1.6% | | 2.4% | | 9.0% | |
| Latino | 64,110 | 35.7% | 57,154 | 37.1% | 57,597 | 37.7% | 61,579 | 42.5% | 67,303 | 42.9% |
| <i>Percent Change</i> | -2.1% | | -10.9% | | 0.8% | | 6.9% | | 9.3% | |
| White | 78,966 | 43.9% | 65,199 | 42.3% | 63,939 | 41.8% | 50,922 | 35.2% | 53,924 | 34.4% |
| <i>Percent Change</i> | -12.7% | | -17.4% | | -1.9% | | -20.4% | | 5.9% | |
| U.S. Nonresident | 1,284 | 0.7% | 1,110 | 0.7% | 1,125 | 0.7% | 1,182 | 0.8% | 1,307 | 0.8% |
| <i>Percent Change</i> | 4.0% | | -13.6% | | 1.4% | | 5.1% | | 10.6% | |
| Pacific Islander/Native Hawaiian | 124 | 0.1% | 114 | 0.1% | 104 | 0.1% | 175 | 0.1% | 194 | 0.1% |
| <i>Percent Change</i> | -8.8% | | -8.1% | | -8.8% | | 68.3% | | 10.9% | |
| Middle Eastern or North African | -- | -- | -- | -- | -- | -- | -- | -- | 304 | 0.2% |
| <i>Percent Change</i> | -- | | -- | | -- | | -- | | -- | |
| Two or More Races | 4,043 | 2.2% | 3,687 | 2.4% | 3,637 | 2.4% | 3,665 | 2.5% | 4,271 | 2.7% |
| <i>Percent Change</i> | -5.9% | | -8.8% | | -1.4% | | 0.8% | | 16.5% | |
| Total Known | 179,825 | 100.0% | 154,242 | 100.0% | 152,977 | 100.0% | 144,864 | 100.0% | 156,914 | 100.0% |
| All Other Unknown | 4,216 | 2.3% | 3,584 | 2.3% | 3,989 | 2.6% | 3,049 | 2.1% | 3,125 | 2.0% |
| TOTALS | 184,041 | | 157,826 | | 156,966 | | 147,913 | | 160,039 | |
| <i>Percent Change</i> | -8.2% | | -14.2% | | -0.5% | | -5.8% | | 8.2% | |

*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-5
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY AGE CATEGORY
FISCAL YEARS 2020-2024

| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|-----------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| 16 and Under | 17,249 | 3.7% | 15,034 | 3.7% | 18,238 | 4.6% | 20,676 | 5.0% | 22,459 | 5.2% |
| <i>Percent Change</i> | 15.9% | | -12.8% | | 21.3% | | 13.4% | | 8.6% | |
| 17-20 | 172,116 | 36.5% | 155,963 | 38.5% | 155,183 | 39.1% | 164,469 | 40.0% | 174,375 | 40.1% |
| <i>Percent Change</i> | -0.2% | | -9.4% | | -0.5% | | 6.0% | | 6.0% | |
| 21-24 | 101,891 | 21.6% | 89,982 | 22.2% | 84,563 | 21.3% | 84,032 | 20.5% | 88,271 | 20.3% |
| <i>Percent Change</i> | -7.3% | | -11.7% | | -6.0% | | -0.6% | | 5.0% | |
| 25-30 | 60,711 | 12.9% | 52,357 | 12.9% | 47,945 | 12.1% | 46,938 | 11.4% | 49,969 | 11.5% |
| <i>Percent Change</i> | -10.1% | | -13.8% | | -8.4% | | -2.1% | | 6.5% | |
| 31-39 | 51,114 | 10.8% | 42,731 | 10.5% | 41,746 | 10.5% | 42,739 | 10.4% | 45,887 | 10.5% |
| <i>Percent Change</i> | -10.0% | | -16.4% | | -2.3% | | 2.4% | | 7.4% | |
| 40-55 | 49,795 | 10.6% | 37,355 | 9.2% | 36,717 | 9.3% | 38,815 | 9.5% | 40,799 | 9.4% |
| <i>Percent Change</i> | -11.5% | | -25.0% | | -1.7% | | 5.7% | | 5.1% | |
| Over 55 | 18,984 | 4.0% | 11,735 | 2.9% | 12,190 | 3.1% | 13,006 | 3.2% | 13,404 | 3.1% |
| <i>Percent Change</i> | -13.7% | | -38.2% | | 3.9% | | 6.7% | | 3.1% | |
| TOTAL REPORTED | 471,860 | 100.0% | 405,157 | 100.0% | 396,582 | 100.0% | 410,675 | 100.0% | 435,164 | 100.0% |
| Unreported Age | 618 | | 287 | | 376 | | 542 | | 262 | |
| TOTALS | 472,478 | | 405,444 | | 396,958 | | 411,217 | | 435,426 | |
| Mean Age | 27.4 | | 26.4 | | 26.4 | | 26.3 | | 26.3 | |
| Median Age | 22.3 | | 21.9 | | 21.7 | | 21.6 | | 21.6 | |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-6a
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
FISCAL YEARS 2020-2024

| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|------------------------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|
| General Associate | 28,346 | 6.0% | 23,920 | 5.9% | 22,577 | 5.7% | 23,406 | 5.7% | 24,580 | 5.6% |
| <i>Percent Change</i> | -2.6% | | -15.6% | | -5.6% | | 3.7% | | 5.0% | |
| Transfer | 249,146 | 52.7% | 231,669 | 57.1% | 221,791 | 55.9% | 221,882 | 54.0% | 232,093 | 53.3% |
| *(Course Enrollees) | (85,935) | | (83,477) | | (82,954) | | (86,468) | | (94,949) | |
| <i>Percent Change</i> | -2.4% | | -7.0% | | -4.3% | | 0.0% | | 4.6% | |
| Career & Technical Ed. | 119,269 | 25.2% | 98,681 | 24.3% | 99,977 | 25.2% | 103,840 | 25.3% | 110,211 | 25.3% |
| *(Course Enrollees) | (27,742) | | (20,005) | | (22,289) | | (23,182) | | (22,668) | |
| <i>Percent Change</i> | -6.9% | | -17.3% | | 1.3% | | 3.9% | | 6.1% | |
| Vocational Skills | 27,898 | 5.9% | 18,888 | 4.7% | 15,839 | 4.0% | 16,007 | 3.9% | 13,940 | 3.2% |
| <i>Percent Change</i> | -21.0% | | -32.3% | | -16.1% | | 1.1% | | -12.9% | |
| ABE/ASE/ESL | 46,603 | 9.9% | 31,625 | 7.8% | 36,033 | 9.1% | 45,434 | 11.0% | 53,882 | 12.4% |
| <i>Percent Change</i> | -9.3% | | -32.1% | | 13.9% | | 26.1% | | 18.6% | |
| General Studies Cert. | 1,216 | 0.3% | 661 | 0.2% | 741 | 0.2% | 648 | 0.2% | 720 | 0.2% |
| <i>Percent Change</i> | -7.6% | | -45.6% | | 12.1% | | -12.6% | | 11.1% | |
| TOTALS | 472,478 | 100.0% | 405,444 | 100.0% | 396,958 | 100.0% | 411,217 | 100.0% | 435,426 | 100.0% |

* Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-6b
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
FISCAL YEARS 2020-2024
EXCLUDING CITY COLLEGES OF CHICAGO

| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| General Associate | 20,060 | 4.9% | 16,582 | 4.7% | 16,059 | 4.6% | 16,622 | 4.7% | 17,795 | 4.8% |
| <i>Percent Change</i> | 1.7% | | -17.3% | | -3.2% | | 3.5% | | 7.1% | |
| Transfer | 216,019 | 52.9% | 202,646 | 57.7% | 194,758 | 56.2% | 193,961 | 54.5% | 201,664 | 54.0% |
| <i>Percent Change</i> | -1.6% | | -6.2% | | -3.9% | | -0.4% | | 4.0% | |
| Career & Technical Ed. | 114,168 | 27.9% | 94,064 | 26.8% | 95,183 | 27.5% | 98,424 | 27.6% | 103,563 | 27.7% |
| <i>Percent Change</i> | -7.0% | | -17.6% | | 1.2% | | 3.4% | | 5.2% | |
| Vocational Skills | 27,898 | 6.8% | 18,888 | 5.4% | 15,839 | 4.6% | 16,007 | 4.5% | 13,940 | 3.7% |
| <i>Percent Change</i> | -21.0% | | -32.3% | | -16.1% | | 1.1% | | -12.9% | |
| ABE/ASE/ESL | 29,144 | 7.1% | 18,362 | 5.2% | 23,667 | 6.8% | 30,515 | 8.6% | 35,701 | 9.6% |
| <i>Percent Change</i> | -4.7% | | -37.0% | | 28.9% | | 28.9% | | 17.0% | |
| General Studies Cert. | 1,216 | 0.3% | 661 | 0.2% | 741 | 0.2% | 648 | 0.2% | 720 | 0.2% |
| <i>Percent Change</i> | -7.6% | | -45.6% | | 12.1% | | -12.6% | | 11.1% | |
| TOTALS | 408,505 | 100.0% | 351,203 | 100.0% | 346,247 | 100.0% | 356,177 | 100.0% | 373,383 | 100.0% |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board

Table A-7

FISCAL YEAR 2024 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY GENDER**



| | Male | | Female | | Unknown or Another Gender | | Total | |
|--|------------------------------|-------|------------------------------|-------|------------------------------|------|------------------------------|--------|
| General Associate (1.0) | 8,167 4.2% | 33.2% | 16,336 6.9% | 66.5% | 77 1.9% | 0.3% | 24,580 5.6% | 100.0% |
| Transfer *(Course Enrollees) (1.1) | 101,966 (42,340) 52.0% | 43.9% | 127,946 (51,839) 54.3% | 55.1% | 2,181 (770) 54.3% | 0.9% | 232,093 (94,949) 53.3% | 100.0% |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 56,890 (14,999) 29.0% | 51.6% | 52,578 (7,547) 22.3% | 47.7% | 743 (122) 18.5% | 0.7% | 110,211 (22,668) 25.3% | 100.0% |
| Vocational Skills (1.6) | 7,152 3.6% | 51.3% | 6,402 2.7% | 45.9% | 386 9.6% | 2.8% | 13,940 3.2% | 100.0% |
| ABE/ASE (1.7/1.8) | 7,894 4.0% | 40.9% | 11,177 4.7% | 57.9% | 220 5.5% | 1.1% | 19,291 4.4% | 100.0% |
| ESL (1.9) | 13,588 6.9% | 39.3% | 20,593 8.7% | 59.5% | 410 10.2% | 1.2% | 34,591 7.9% | 100.0% |
| General Studies Cert. (1.5) | 314 0.2% | 43.6% | 403 0.2% | 56.0% | 3 0.1% | 0.4% | 720 0.2% | 100.0% |
| TOTALS | 195,971 100.0% | 45.0% | 235,435 100.0% | 54.1% | 4,020 100.0% | 0.9% | 435,426 100.0% | 100.0% |

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

**Gender classifications align with U.S. Department of Education collection and reporting standards.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-8
FISCAL YEAR 2024 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY RACIAL/ETHNIC ORIGIN**

| | Asian | | Native American | | African American | | Latino | | White | | U.S. Nonresident | | Pacific Islander | | Middle Eastern or North African | | Two or More Races | | Unknown | | Total | |
|--|---------|------|-----------------|------|------------------|-------|----------|-------|----------|-------|------------------|------|------------------|------|---------------------------------|------|-------------------|------|---------|-------|----------|--------|
| General Associate (1.0) | 775 | 3.2% | 76 | 0.3% | 4,948 | 20.1% | 7,570 | 30.8% | 9,490 | 38.6% | 166 | 0.7% | 27 | 0.1% | 17 | 0.1% | 798 | 3.2% | 713 | 2.9% | 24,580 | 100.0% |
| | 3.2% | | 6.9% | | 9.1% | | 6.2% | | 4.9% | | 3.6% | | 3.7% | | 1.4% | | 5.8% | | 4.2% | | 5.6% | |
| Transfer *(Course Enrollees) (1.1) | 15,293 | 6.6% | 592 | 0.3% | 27,493 | 11.8% | 57,385 | 24.7% | 111,934 | 48.2% | 2,250 | 1.0% | 473 | 0.2% | 670 | 0.3% | 8,766 | 3.8% | 7,237 | 3.1% | 232,093 | 100.0% |
| | (6,505) | | (251) | | (10,552) | | (18,703) | | (51,063) | | (567) | | (288) | | (155) | | (3,391) | | (3,474) | | (94,949) | |
| | 62.6% | | 53.4% | | 50.4% | | 46.7% | | 57.3% | | 48.2% | | 64.3% | | 57.1% | | 64.1% | | 43.1% | | 53.3% | |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 4,583 | 4.2% | 324 | 0.3% | 14,350 | 13.0% | 25,849 | 23.5% | 55,366 | 50.2% | 762 | 0.7% | 120 | 0.1% | 121 | 0.1% | 3,416 | 3.1% | 5,320 | 4.8% | 110,211 | 100.0% |
| | (909) | | (74) | | (1,358) | | (3,343) | | (13,780) | | (36) | | (19) | | (0) | | (534) | | (2,615) | | (22,668) | |
| | 18.7% | | 29.2% | | 26.3% | | 21.0% | | 28.3% | | 16.3% | | 16.3% | | 10.3% | | 25.0% | | 31.7% | | 25.3% | |
| Vocational Skills (1.6) | 220 | 1.6% | 40 | 0.3% | 1,707 | 12.2% | 1,329 | 9.5% | 8,644 | 62.0% | 48 | 0.3% | 15 | 0.1% | 0 | 0.0% | 168 | 1.2% | 1,769 | 12.7% | 13,940 | 100.0% |
| | 0.9% | | 3.6% | | 3.1% | | 1.1% | | 4.4% | | 1.0% | | 2.0% | | 0.0% | | 1.2% | | 10.5% | | 3.2% | |
| ABE/ASE (1.7/1.8) | 716 | 3.7% | 42 | 0.2% | 3,848 | 19.9% | 9,147 | 47.4% | 4,474 | 23.2% | 143 | 0.7% | 19 | 0.1% | 24 | 0.1% | 357 | 1.9% | 521 | 2.7% | 19,291 | 100.0% |
| | 2.9% | | 3.8% | | 7.1% | | 7.4% | | 2.3% | | 3.1% | | 2.6% | | 2.0% | | 2.6% | | 3.1% | | 4.4% | |
| ESL (1.9) | 2,850 | 8.2% | 26 | 0.1% | 2,158 | 6.2% | 21,541 | 62.3% | 4,963 | 14.3% | 1,289 | 3.7% | 82 | 0.2% | 341 | 1.0% | 160 | 0.5% | 1,181 | 3.4% | 34,591 | 100.0% |
| | 11.7% | | 2.3% | | 4.0% | | 17.5% | | 2.5% | | 27.6% | | 11.1% | | 29.1% | | 1.2% | | 7.0% | | 7.9% | |
| General Studies Cert. (1.5) | 10 | 1.4% | 9 | 1.3% | 46 | 6.4% | 51 | 7.1% | 548 | 76.1% | 6 | 0.8% | 0 | 0.0% | 0 | 0.0% | 6 | 0.8% | 44 | 6.1% | 720 | 100.0% |
| | 0.0% | | 0.8% | | 0.1% | | 0.0% | | 0.3% | | 0.1% | | 0.0% | | 0.0% | | 0.0% | | 0.3% | | 0.2% | |
| TOTALS | 24,447 | 5.6% | 1,109 | 0.3% | 54,550 | 12.5% | 122,872 | 28.2% | 195,419 | 44.9% | 4,664 | 1.1% | 736 | 0.2% | 1,173 | 0.3% | 13,671 | 3.1% | 16,785 | 3.9% | 435,426 | 100.0% |
| | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | |

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

**Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-9
FISCAL YEAR 2024 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY AGE GROUP

| | 16 & Under | | 17-20 | | 21-24 | | 25-30 | | 31-39 | | 40-55 | | Over 55 | | Unknown | | Total | |
|--|-----------------------------|------|------------------------------|-------|-----------------------------|-------|----------------------------|-------|----------------------------|-------|----------------------------|-------|---------------------------|-------|---------------------|------|------------------------------|--------|
| General Associate (1.0) | 703 3.1% | 2.9% | 10,556 6.1% | 42.9% | 4,992 5.7% | 20.3% | 3,429 6.9% | 14.0% | 2,766 6.0% | 11.3% | 1,746 4.3% | 7.1% | 369 2.8% | 1.5% | 19 7.3% | 0.1% | 24,580 5.6% | 100.0% |
| Transfer *(Course Enrollees) (1.1) | 17,032 (14,412) 75.8% | 7.3% | 124,123 (58,125) 71.2% | 53.5% | 51,739 (12,558) 58.6% | 22.3% | 17,858 (3,586) 35.7% | 7.7% | 11,329 (2,468) 24.7% | 4.9% | 7,155 (2,244) 17.5% | 3.1% | 2,773 (1,493) 20.7% | 1.2% | 84 (63) 32.1% | 0.0% | 232,093 (94,949) 53.3% | 100.0% |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 3,438 (3,167) 15.3% | 3.1% | 32,186 (7,740) 18.5% | 29.2% | 24,081 (1,546) 27.3% | 21.8% | 16,790 (1,589) 33.6% | 15.2% | 15,596 (2,551) 34.0% | 14.2% | 13,764 (3,895) 33.7% | 12.5% | 4,327 (2,164) 32.3% | 3.9% | 29 (16) 11.1% | 0.0% | 110,211 (22,668) 25.3% | 100.0% |
| Vocational Skills (1.6) | 1,141 5.1% | 8.2% | 1,449 0.8% | 10.4% | 1,160 1.3% | 8.3% | 1,825 3.7% | 13.1% | 2,517 5.5% | 18.1% | 3,809 9.3% | 27.3% | 1,981 14.8% | 14.2% | 58 22.1% | 0.4% | 13,940 3.2% | 100.0% |
| ABE/ASE (1.7/1.8) | 105 0.5% | 0.5% | 3,769 2.2% | 19.5% | 2,753 3.1% | 14.3% | 3,581 7.2% | 18.6% | 4,233 9.2% | 21.9% | 3,859 9.5% | 20.0% | 970 7.2% | 5.0% | 21 8.0% | 0.1% | 19,291 4.4% | 100.0% |
| ESL (1.9) | 13 0.1% | 0.0% | 1,948 1.1% | 5.6% | 3,489 4.0% | 10.1% | 6,435 12.9% | 18.6% | 9,400 20.5% | 27.2% | 10,375 25.4% | 30.0% | 2,880 21.5% | 8.3% | 51 19.5% | 0.1% | 34,591 7.9% | 100.0% |
| General Studies Cert. (1.5) | 27 0.1% | 3.8% | 344 0.2% | 47.8% | 57 0.1% | 7.9% | 51 0.1% | 7.1% | 46 0.1% | 6.4% | 91 0.2% | 12.6% | 104 0.8% | 14.4% | 0 0.0% | 0.0% | 720 0.2% | 100.0% |
| TOTALS | 22,459 100.0% | 5.2% | 174,375 100.0% | 40.0% | 88,271 100.0% | 20.3% | 49,969 100.0% | 11.5% | 45,887 100.0% | 10.5% | 40,799 100.0% | 9.4% | 13,404 100.0% | 3.1% | 262 100.0% | 0.1% | 435,426 100.0% | 100.0% |

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board

Table A-10

COMPARATIVE SUMMARY OF CAREER AND TECHNICAL EDUCATION CURRICULA
ENROLLMENTS OVER 3,000
IN FISCAL YEAR 2023 OR 2024

| CURRICULA & CIP | FY 2023 | FY 2024 | Number Change | Percent Change |
|--|------------|------------|------------------|-------------------|
| Engineering Technologies 159999 | 11,417 | 11,604 | 187 | 1.6% |
| Business, Management, Marketing & Related Supportive Services, Other 529999 | 7,504 | 7,847 | 343 | 4.6% |
| Associate Degree Nursing (ADN/RN) 513801 | 7,233 | 7,254 | 21 | 0.3% |
| Child Care Provider/Assistant 190709 | 3,775 | 4,561 | 786 | 20.8% |
| Nursing Assistant/Aide and Patient Care Assistant/Aide 513902 | 3,652 | 4,131 | 479 | 13.1% |
| Business Administration and Management 520201 | 3,586 | 3,492 | -94 | -2.6% |
| Automobile Mechanics Technology 470604 | 2,801 | 3,214 | 413 | 14.7% |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-11
FISCAL YEAR 2024 ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY STUDENT INTENT*


| | Prepare for Transfer to Four-Year Institution | | Improve Present Job Skills | | Prepare for Job After Community College | | Improve Basic Skills or Prepare for High School Equivalency | | Personal Interest/ Self Development | | Other or No Indication | | Total | |
|---|--|-------|-------------------------------------|-------|--|-------|--|-------|--|-------|------------------------------|-------|------------------------------|--------|
| General Associate (1.0) | 9,940 6.2% | 40.4% | 1,161 3.3% | 4.7% | 6,827 8.9% | 27.8% | 356 0.8% | 1.4% | 1,831 3.8% | 7.4% | 4,465 6.3% | 18.2% | 24,580 5.6% | 100.0% |
| Transfer **(Course Enrollees) (1.1) | 123,641 (33,223) 77.1% | 53.3% | 7,047 (2,184) 19.8% | 3.0% | 26,430 (6,625) 34.4% | 11.4% | 2,626 (1,500) 6.0% | 1.1% | 34,095 (28,124) 71.1% | 14.7% | 38,254 (23,293) 54.0% | 16.5% | 232,093 (94,949) 53.3% | 100.0% |
| Career & Technical Ed. **(Course Enrollees) (1.2) | 25,866 (2,315) 16.1% | 23.5% | 20,659 (9,456) 58.0% | 18.7% | 41,103 (2,792) 53.5% | 37.3% | 1,444 (173) 3.3% | 1.3% | 6,191 (1,488) 12.9% | 5.6% | 14,948 (6,444) 21.1% | 13.6% | 110,211 (22,668) 25.3% | 100.0% |
| Vocational Skills (1.6) | 559 0.3% | 4.0% | 5,446 15.3% | 39.1% | 1,649 2.1% | 11.8% | 415 0.9% | 3.0% | 3,484 7.3% | 25.0% | 2,387 3.4% | 17.1% | 13,940 3.2% | 100.0% |
| ABE/ASE (1.7/1.8) | 201 0.1% | 1.0% | 298 0.8% | 1.5% | 334 0.4% | 1.7% | 15,056 34.3% | 78.0% | 1,364 2.8% | 7.1% | 2,038 2.9% | 10.6% | 19,291 4.4% | 100.0% |
| ESL (1.9) | 140 0.1% | 0.4% | 919 2.6% | 2.7% | 349 0.5% | 1.0% | 23,914 54.5% | 69.1% | 826 1.7% | 2.4% | 8,443 11.9% | 24.4% | 34,591 7.9% | 100.0% |
| General Studies Cert. (1.5) | 64 0.0% | 8.9% | 93 0.3% | 12.9% | 73 0.1% | 10.1% | 54 0.1% | 7.5% | 161 0.3% | 22.4% | 275 0.4% | 38.2% | 720 0.2% | 100.0% |
| TOTALS | 160,411 100.0% | 36.8% | 35,623 100.0% | 8.2% | 76,765 100.0% | 17.6% | 43,865 100.0% | 10.1% | 47,952 100.0% | 11.0% | 70,810 100.0% | 16.3% | 435,426 100.0% | 100.0% |

*Current student intent is examined. When not available, student intent at time of college entrance is used.

**Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-12
FISCAL YEAR 2024 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY DEGREE OBJECTIVE

|  | Complete One or Several Courses - Not Pursuing Degree | | To Complete a Certificate | | To Complete an Associate Degree | | No Indication | | Total | |
|---|--|-------|------------------------------|-------|---------------------------------------|-------|------------------|------|------------------------------|--------|
| | | | | | | | | | | |
| General Associate (1.0) | 7,493 3.4% | 30.5% | 604 1.8% | 2.5% | 16,483 9.0% | 67.1% | 0 -- | 0.0% | 24,580 5.6% | 100.0% |
| Transfer *(Course Enrollees) (1.1) | 115,560 (90,516) 53.0% | 49.8% | 4,682 (2,884) 13.9% | 2.0% | 111,851 (1,549) 60.8% | 48.2% | 0 (0) -- | 0.0% | 232,093 (94,949) 53.3% | 100.0% |
| Career & Technical Ed. *(Course Enrollees) (1.2) | 29,097 (20,444) 13.3% | 26.4% | 27,739 (55) 82.5% | 25.2% | 53,375 (2,169) 29.0% | 48.4% | 0 (0) -- | 0.0% | 110,211 (22,668) 25.3% | 100.0% |
| Vocational Skills (1.6) | 13,632 6.3% | 97.8% | 170 0.5% | 1.2% | 138 0.1% | 1.0% | 0 -- | 0.0% | 13,940 3.2% | 100.0% |
| ABE/ASE (1.7/1.8) | 18,374 8.4% | 95.2% | 190 0.6% | 1.0% | 727 0.4% | 3.8% | 0 -- | 0.0% | 19,291 4.4% | 100.0% |
| ESL (1.9) | 33,136 15.2% | 95.8% | 209 0.6% | 0.6% | 1,246 0.7% | 3.6% | 0 -- | 0.0% | 34,591 7.9% | 100.0% |
| General Studies Cert. (1.5) | 691 0.3% | 96.0% | 15 0.0% | 2.1% | 14 0.0% | 1.9% | 0 -- | 0.0% | 720 0.2% | 100.0% |
| TOTALS | 217,983 100.0% | 50.1% | 33,609 100.0% | 7.7% | 183,834 100.0% | 42.2% | 0 -- | 0.0% | 435,426 100.0% | 100.0% |

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-13
FISCAL YEAR 2024 DUPLICATED HEADCOUNT ENROLLMENTS
BY TERM AND TYPE OF ATTENDANCE



| | Part-time | | Full-time | | Total | |
|--------|-----------|-------|-----------|-------|---------|--------|
| Summer | 108,763 | 90.0% | 12,034 | 10.0% | 120,797 | 100.0% |
| Fall | 191,548 | 69.8% | 82,707 | 30.2% | 274,255 | 100.0% |
| Winter | 0 | -- | 0 | -- | 0 | -- |
| Spring | 216,374 | 74.2% | 75,325 | 25.8% | 291,699 | 100.0% |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-14
FISCAL YEAR 2024 HEADCOUNT ENROLLMENTS
(EXCLUDING ADULT EDUCATION)
BY HIGHEST DEGREE EARNED PRIOR TO ENROLLMENT

| DEGREE | Enrollment | % of Known |
|---------------------------|------------|------------|
| High School Equivalency | 8,964 | 3.5% |
| High School | 144,464 | 56.5% |
| Some College Courses | 47,829 | 18.7% |
| Certificate | 16,239 | 6.4% |
| Associate Degree | 19,514 | 7.6% |
| Bachelor's Degree | 12,626 | 4.9% |
| Master's Degree | 3,555 | 1.4% |
| First Professional Degree | 510 | 0.2% |
| Doctoral Degree | 487 | 0.2% |
| Other | 1,352 | 0.5% |
| Total Known | 255,540 | 100.0% |
| None/Unknown | 179,886 | |
| Total | 435,426 | |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-15
FISCAL YEAR 2024 HOURS ATTEMPTED VERSUS HOURS EARNED
BY TERM AND ENROLLMENT STATUS

| TERM | PART-TIME | | % Earned | FULL-TIME | | % Earned | TOTAL | | % Earned |
|--------|-----------|-----------|-------------|-----------|-----------|-------------|-----------|-----------|-------------|
| | Attempted | Earned | | Attempted | Earned | | Attempted | Earned | |
| Summer | 478,828 | 388,351 | 81.1% | 133,283 | 105,209 | 78.9% | 612,111 | 493,559 | 80.6% |
| Fall | 1,058,733 | 812,663 | 76.8% | 1,174,520 | 936,741 | 79.8% | 2,233,253 | 1,749,404 | 78.3% |
| Winter | 0 | 0 | -- | 0 | 0 | -- | 0 | 0 | -- |
| Spring | 1,162,402 | 921,734 | 79.3% | 1,084,100 | 883,977 | 81.5% | 2,246,502 | 1,805,712 | 80.4% |
| Total | 2,699,963 | 2,122,748 | 78.6% | 2,391,902 | 1,925,927 | 80.5% | 5,091,865 | 4,048,675 | 79.5% |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-16
FISCAL YEAR 2024 HEADCOUNT ENROLLMENTS
BY COLLEGE-LEVEL HOURS ACCUMULATED

| Hours | Enrollment | % of Known |
|--------------|------------|------------|
| 1-29 | 230,912 | 65.7% |
| 30-59 | 71,572 | 20.4% |
| 60-89 | 39,719 | 11.3% |
| 90-119 | 6,968 | 2.0% |
| 120-159 | 1,810 | 0.5% |
| 160+ | 297 | 0.1% |
| Total Known | 351,278 | 100.0% |
| None/Unknown | 84,148 | |
| Total | 435,426 | |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-17
FISCAL YEAR 2024 HEADCOUNT ENROLLMENTS
BY COLLEGE-LEVEL CUMULATIVE GPA

| Gradepoint | Students | % of Known |
|--------------|----------|------------|
| 0.01-0.50 | 2,662 | 0.8% |
| 0.51-1.00 | 8,713 | 2.5% |
| 1.01-1.50 | 9,312 | 2.7% |
| 1.51-2.00 | 28,536 | 8.3% |
| 2.01-2.50 | 32,759 | 9.5% |
| 2.51-3.00 | 75,788 | 22.0% |
| 3.01-3.50 | 64,496 | 18.7% |
| 3.51-4.00 | 122,238 | 35.5% |
| Total Known | 344,504 | 100.0% |
| Not Reported | 90,922 | |
| Total | 435,426 | |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board

Table A-18

COVERAGE OF ANNUAL VERSUS FALL ENROLLMENTS WITHIN THE SAME FISCAL YEAR
FISCAL YEARS 2020-2024

| | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|--|---------|---------|---------|---------|---------|
| Annual Enrollment | 472,478 | 405,444 | 396,958 | 411,217 | 435,426 |
| Enrollment During Fall of Same Fiscal Year | 271,336 | 233,777 | 230,490 | 233,758 | 246,931 |
| Percent of Annual Enrollment | 57.4% | 57.7% | 58.1% | 56.8% | 56.7% |

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) and Annual Enrollment (A1) Data

Illinois Community College Board
Table A-19
PERCENT AND NUMBER OF STUDENTS ENROLLED IN ILLINOIS COMMUNITY COLLEGES
WHO TOOK AT LEAST ONE DEVELOPMENTAL COURSE
(NOT ENROLLED IN ABE/ASE/ESL, VOCATIONAL SKILLS OR GENERAL STUDIES)
FISCAL YEARS 2020-2024



| | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|---------------------|---------|---------|---------|---------|---------|
| Percent in Remedial | 13.2 % | 11.0 % | 10.1 % | 9.9 % | 9.6 % |
| Number in Remedial | 52,400 | 38,794 | 34,757 | 34,583 | 35,345 |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board

Table A-20

PERCENT OF REMEDIAL CREDITS EARNED VERSUS REMEDIAL CREDITS ATTEMPTED
FOR ILLINOIS COMMUNITY COLLEGE STUDENTS,
FISCAL YEARS 2020-2024



| | FY 2020 | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|------------------------------------|---------|---------|---------|---------|---------|
| Percent of Remedial Credits Earned | 68.5% | 66.5% | 64.3% | 64.1% | 64.6% |
| Hours Earned | 210,793 | 139,506 | 122,137 | 117,974 | 116,081 |
| Hours Attempted | 307,761 | 209,649 | 189,949 | 183,957 | 179,824 |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-21
STUDENTS ENROLLED IN DEVELOPMENTAL COURSEWORK
AT ILLINOIS COMMUNITY COLLEGES BY ACADEMIC AREA
FISCAL YEARS 2020-2024

| | FY 2020 | | FY 2021 | | FY 2022 | | FY 2023 | | FY 2024 | |
|-------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| Math Only | 29,827 | -12.3% | 22,261 | -25.4% | 18,922 | -15.0% | 18,686 | -1.2% | 20,224 | 8.2% |
| | 56.9% | | 57.4% | | 54.4% | | 54.0% | | 57.2% | |
| English Only | 9,608 | 4.9% | 8,371 | -12.9% | 8,250 | -1.4% | 8,369 | 1.4% | 8,476 | 1.3% |
| | 18.3% | | 21.6% | | 23.7% | | 24.2% | | 24.0% | |
| Reading Only | 1,555 | -20.9% | 985 | -36.7% | 999 | 1.4% | 1,201 | 20.2% | 1,067 | -11.2% |
| | 3.0% | | 2.5% | | 2.9% | | 3.5% | | 3.0% | |
| Math & English | 6,561 | -5.0% | 4,570 | -30.3% | 4,344 | -4.9% | 4,205 | -3.2% | 4,178 | -0.6% |
| | 12.5% | | 11.8% | | 12.5% | | 12.2% | | 11.8% | |
| Math & Reading | 1,307 | -26.7% | 719 | -45.0% | 645 | -10.3% | 694 | 7.6% | 519 | -25.2% |
| | 2.5% | | 1.9% | | 1.9% | | 2.0% | | 1.5% | |
| English & Reading | 1,318 | -36.2% | 1,007 | -23.6% | 848 | -15.8% | 783 | -7.7% | 449 | -42.7% |
| | 2.5% | | 2.6% | | 2.4% | | 2.3% | | 1.3% | |
| Math, English & Reading | 2,224 | -32.4% | 881 | -60.4% | 749 | -15.0% | 645 | -13.9% | 432 | -33.0% |
| | 4.2% | | 2.3% | | 2.2% | | 1.9% | | 1.2% | |
| TOTAL | 52,400 | -11.5% | 38,794 | -26.0% | 34,757 | -10.4% | 34,583 | -0.5% | 35,345 | 2.2% |
| | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data



Illinois Community College Board
Table A-22
SUMMARY COMPARISON OF ANNUAL DUAL CREDIT HEADCOUNT ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2020-2024

| District | College Name | FY 2020 Dual Credit | FY 2021 Dual Credit | FY 2022 Dual Credit | FY 2023 Dual Credit | FY 2024 Dual Credit | % Change 2020-2024 | % Change 2023-2024 |
|----------|--------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|
| 503 | Black Hawk | 1,212 | 1,251 | 1,197 | 1,279 | 1,364 | 12.5 % | 6.6 % |
| 518 | Carl Sandburg | 580 | 625 | 618 | 629 | 668 | 15.2 | 6.2 |
| 508 | City Colleges of Chicago | (4,337) | (3,828) | (4,717) | (5,698) | (6,498) | (49.8) | (14.0) |
| 02 | Harold Washington | 727 | 715 | 933 | 1,029 | 1,019 | 40.2 | -1.0 |
| 04 | Harry S Truman | 299 | 399 | 394 | 550 | 815 | 172.6 | 48.2 |
| 01 | Kennedy-King | 276 | 258 | 371 | 547 | 867 | 214.1 | 58.5 |
| 03 | Malcolm X | 369 | 293 | 453 | 646 | 640 | 73.4 | -0.9 |
| 05 | Olive-Harvey | 414 | 337 | 441 | 476 | 694 | 67.6 | 45.8 |
| 06 | Richard J. Daley | 1,014 | 775 | 976 | 1,148 | 1,300 | 28.2 | 13.2 |
| 07 | Wilbur Wright | 1,238 | 1,051 | 1,149 | 1,302 | 1,163 | -6.1 | -10.7 |
| 502 | College of DuPage | 5,694 | 5,154 | 5,847 | 7,391 | 8,825 | 55.0 | 19.4 |
| 532 | College of Lake County | 1,841 | 1,551 | 2,228 | 3,073 | 3,795 | 106.1 | 23.5 |
| 507 | Danville Area | 1,018 | 719 | 729 | 793 | 752 | -26.1 | -5.2 |
| 509 | Elgin | 380 | 845 | 1,031 | 1,562 | 2,035 | 435.5 | 30.3 |
| 512 | Harper | 4,605 | 5,120 | 4,982 | 5,300 | 5,528 | 20.0 | 4.3 |
| 540 | Heartland | 1,595 | 1,792 | 1,941 | 1,981 | 2,109 | 32.2 | 6.5 |
| 519 | Highland | 934 | 814 | 1,072 | 983 | 1,139 | 21.9 | 15.9 |
| 514 | Illinois Central | 2,312 | 2,141 | 2,252 | 2,179 | 2,380 | 2.9 | 9.2 |
| 529 | Illinois Eastern | (1,224) | (1,249) | (1,201) | (1,167) | (1,235) | (0.9) | (5.8) |
| 04 | Frontier | 569 | 618 | 367 | 434 | 468 | -17.8 | 7.8 |
| 01 | Lincoln Trail | 223 | 223 | 207 | 252 | 246 | 10.3 | -2.4 |
| 02 | Olney Central | 229 | 226 | 363 | 256 | 325 | 41.9 | 27.0 |
| 03 | Wabash Valley | 203 | 182 | 264 | 225 | 196 | -3.4 | -12.9 |
| 513 | Illinois Valley | 825 | 719 | 786 | 831 | 1,049 | 27.2 | 26.2 |
| 530 | John A. Logan | 1,011 | 1,079 | 1,136 | 914 | 856 | -15.3 | -6.3 |
| 539 | John Wood | 233 | 261 | 250 | 355 | 378 | 62.2 | 6.5 |
| 525 | Joliet Junior | 4,773 | 4,500 | 4,965 | 5,057 | 5,571 | 16.7 | 10.2 |
| 520 | Kankakee | 659 | 671 | 656 | 656 | 632 | -4.1 | -3.7 |
| 501 | Kaskaskia | 2,145 | 1,949 | 2,415 | 2,619 | 2,652 | 23.6 | 1.3 |
| 523 | Kishwaukee | 650 | 693 | 622 | 714 | 812 | 24.9 | 13.7 |
| 517 | Lake Land | 1,536 | 1,438 | 1,498 | 1,405 | 1,474 | -4.0 | 4.9 |
| 536 | Lewis and Clark | 3,752 | 2,578 | 1,896 | 1,942 | 1,960 | -47.8 | 0.9 |
| 526 | Lincoln Land | 1,531 | 1,538 | 1,555 | 1,827 | 2,048 | 33.8 | 12.1 |
| 528 | McHenry County | 2,414 | 3,459 | 4,678 | 4,837 | 4,347 | 80.1 | -10.1 |
| 524 | Moraine Valley | 3,613 | 3,393 | 3,898 | 4,187 | 4,595 | 27.2 | 9.7 |
| 527 | Morton | 914 | 548 | 920 | 1,094 | 1,140 | 24.7 | 4.2 |
| 535 | Oakton | 2,635 | 2,493 | 2,860 | 3,429 | 3,816 | 44.8 | 11.3 |
| 505 | Parkland | 1,019 | 868 | 862 | 1,006 | 1,256 | 23.3 | 24.9 |
| 515 | Prairie State | 717 | 449 | 656 | 463 | 630 | -12.1 | 36.1 |
| 521 | Rend Lake | 933 | 792 | 840 | 749 | 823 | -11.8 | 9.9 |
| 537 | Richland | 1,021 | 897 | 935 | 995 | 1,115 | 9.2 | 12.1 |
| 511 | Rock Valley | 691 | 844 | 1,237 | 604 | 1,551 | 124.5 | 156.8 |
| 506 | Sauk Valley | 713 | 633 | 641 | 639 | 771 | 8.1 | 20.7 |
| 531 | Shawnee | 425 | 394 | 330 | 478 | 497 | 16.9 | 4.0 |
| 510 | South Suburban | 2,463 | 2,305 | 3,373 | 3,587 | 3,355 | 36.2 | -6.5 |
| 533 | Southeastern Illinois | 858 | 801 | 777 | 796 | 767 | -10.6 | -3.6 |
| 522 | Southwestern Illinois | 3,236 | 2,961 | 4,074 | 4,654 | 4,797 | 48.2 | 3.1 |
| 534 | Spoon River | 344 | 340 | 336 | 420 | 382 | 11.0 | -9.0 |
| 504 | Triton | 1,939 | 2,314 | 2,365 | 2,657 | 3,378 | 74.2 | 27.1 |
| 516 | Waubonsee | <u>2,517</u> | <u>2,782</u> | <u>3,131</u> | <u>3,652</u> | <u>4,037</u> | <u>60.4 %</u> | <u>10.5 %</u> |
| Totals | | 69,299 | 66,788 | 75,507 | 82,602 | 91,017 | 31.3 % | 10.2 % |

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES



Illinois Community College Board

Table B-1

SUMMARY COMPARISON OF ANNUAL UNDUPLICATED NONCREDIT COURSE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2020-2024

| District | College Name | FY 2020 Unduplicated | FY 2021 Unduplicated | FY 2022 Unduplicated | FY 2023 Unduplicated | FY 2024 Unduplicated | % Change 2020-2024 | % Change 2023-2024 |
|----------|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|
| 503 | Black Hawk | 2,558 | 2,078 | 1,636 | 1,918 | 2,111 | -17.5 % | 10.1 % |
| 518 | Carl Sandburg | 1,760 | 1,244 | 1,318 | 1,411 | 1,323 | -24.8 | -6.2 |
| 508 | City Colleges of Chicago | (7,289) | (15,973) | (6,037) | (8,893) | (6,047) | (-17.0) | (-32.0) |
| 02 | Harold Washington | 293 | 244 | 274 | 437 | 439 | 49.8 | 0.5 |
| 04 | Harry S Truman | 457 | 700 | 707 | 698 | 545 | 19.3 | -21.9 |
| 01 | Kennedy-King | 833 | 412 | 290 | 303 | 743 | -10.8 | 145.2 |
| 03 | Malcolm X | 1,230 | 1,617 | 2,239 | 3,983 | 1,328 | 8.0 | -66.7 |
| 05 | Olive-Harvey | 945 | 11,606 | 1,155 | 1,610 | 1,526 | 61.5 | -5.2 |
| 06 | Richard J. Daley | 1,869 | 727 | 588 | 743 | 777 | -58.4 | 4.6 |
| 07 | Wilbur Wright | 1,662 | 667 | 784 | 1,119 | 689 | -58.5 | -38.4 |
| 502 | College of DuPage | 9,422 | 4,651 | 8,158 | 8,011 | 9,041 | -4.0 | 12.9 |
| 532 | College of Lake County | 16,013 | 13,206 | 11,787 | 13,106 | 14,619 | -8.7 | 11.5 |
| 507 | Danville Area | 554 | 249 | 591 | 626 | 574 | 3.6 | -8.3 |
| 509 | Elgin | 3,065 | 993 | 1,153 | 1,544 | 1,213 | -60.4 | -21.4 |
| 512 | Harper | 10,310 | 2,311 | 7,915 | 4,610 | 3,795 | -63.2 | -17.7 |
| 540 | Heartland | 9,010 | 5,542 | 8,964 | 9,025 | 10,781 | 19.7 | 19.5 |
| 519 | Highland | 604 | 265 | 472 | 610 | 598 | -1.0 | -2.0 |
| 514 | Illinois Central | 6,918 | 3,930 | 7,304 | 9,956 | 10,607 | 53.3 | 6.5 |
| 529 | Illinois Eastern | (1,981) | (1,433) | (1,866) | (2,294) | (3,082) | (55.6) | (34.4) |
| 04 | Frontier | 575 | 403 | 613 | 1,050 | 1,758 | 205.7 | 67.4 |
| 01 | Lincoln Trail | 638 | 282 | 576 | 589 | 414 | -35.1 | -29.7 |
| 02 | Olney Central | 452 | 411 | 401 | 337 | 511 | 13.1 | 51.6 |
| 03 | Wabash Valley | 316 | 337 | 276 | 318 | 399 | 26.3 | 25.5 |
| 513 | Illinois Valley | 2,218 | 1,876 | 2,238 | 2,831 | 2,921 | 31.7 | 3.2 |
| 530 | John A. Logan | 2,177 | 563 | 641 | 276 | 181 | -91.7 | -34.4 |
| 539 | John Wood | 1,135 | 564 | 1,030 | 1,335 | 1,349 | 18.9 | 1.0 |
| 525 | Joliet Junior | 2,695 | 1,869 | 3,824 | 4,100 | 4,056 | 50.5 | -1.1 |
| 520 | Kankakee | 3,704 | 1,976 | 2,276 | 3,028 | 2,540 | -31.4 | -16.1 |
| 501 | Kaskaskia | 2,771 | 766 | 781 | 770 | 1,256 | -54.7 | 63.1 |
| 523 | Kishwaukee | 662 | 201 | 280 | 265 | 188 | -71.6 | -29.1 |
| 517 | Lake Land | 2,126 | 621 | 785 | 267 | 1,889 | -11.1 | 607.5 |
| 536 | Lewis and Clark | 2,842 | 1,227 | 1,804 | 1,879 | 1,783 | -37.3 | -5.1 |
| 526 | Lincoln Land | 4,235 | 1,523 | 2,934 | 3,183 | 2,665 | -37.1 | -16.3 |
| 528 | McHenry County | 11,769 | 7,640 | 8,633 | 10,706 | 11,916 | 1.2 | 11.3 |
| 524 | Moraine Valley | 3,107 | 1,313 | 1,516 | 2,558 | 2,533 | -18.5 | -1.0 |
| 527 | Morton | 524 | 679 | 381 | 454 | 416 | -20.6 | -8.4 |
| 535 | Oakton | 4,201 | 5,869 | 6,728 | 5,250 | 4,321 | 2.9 | -17.7 |
| 505 | Parkland | 2,297 | 1,333 | 3,242 | 3,668 | 3,950 | 72.0 | 7.7 |
| 515 | Prairie State | 1,158 | 229 | 147 | 238 | 381 | -67.1 | 60.1 |
| 521 | Rend Lake | 1,552 | 575 | 832 | 1,046 | 1,285 | -17.2 | 22.8 |
| 537 | Richland | 1,540 | 366 | 810 | 503 | 639 | -58.5 | 27.0 |
| 511 | Rock Valley | 8,647 | 4,482 | 5,859 | 6,103 | 2,849 | -67.1 | -53.3 |
| 506 | Sauk Valley | 872 | 283 | 441 | 817 | 1,142 | 31.0 | 39.8 |
| 531 | Shawnee | 851 | 309 | 662 | 1,118 | 932 | 9.5 | -16.6 |
| 510 | South Suburban | 218 | 201 | 47 | 103 | 113 | -48.2 | 9.7 |
| 533 | Southeastern Illinois | 2,633 | 1,366 | 155 | 149 | 196 | -92.6 | 31.5 |
| 522 | Southwestern Illinois | 1,611 | 1,218 | 1,160 | 1,142 | 1,055 | -34.5 | -7.6 |
| 534 | Spoon River | 869 | 586 | 756 | 661 | 709 | -18.4 | 7.3 |
| 504 | Triton | 2,388 | 525 | 1,169 | 1,714 | 1,935 | -19.0 | 12.9 |
| 516 | Waubensee | <u>1,522</u> | <u>309</u> | <u>289</u> | <u>376</u> | <u>403</u> | <u>-73.5 %</u> | <u>7.2 %</u> |
| Totals | | 139,808 | 90,344 | 106,621 | 116,544 | 117,394 | -16.0 % | 0.7 % |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board

Table B-2

SUMMARY COMPARISON OF ANNUAL DUPLICATED NONCREDIT COURSE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2020-2024

| District | College Name | FY 2020 Duplicated | FY 2021 Duplicated | FY 2022 Duplicated | FY 2023 Duplicated | FY 2024 Duplicated | % Change 2020-2024 | % Change 2023-2024 |
|----------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 503 | Black Hawk | 4,752 | 4,297 | 2,622 | 3,696 | 3,927 | -17.4 % | 6.3 % |
| 518 | Carl Sandburg | 2,466 | 1,824 | 1,833 | 2,143 | 2,045 | -17.1 | -4.6 |
| 508 | City Colleges of Chicago | (12,723) | (20,985) | (8,735) | (11,917) | (9,935) | (-21.9) | (-16.6) |
| 02 | Harold Washington | 1,428 | 1,125 | 1,119 | 1,590 | 2,214 | 55.0 | 39.2 |
| 04 | Harry S Truman | 657 | 1,472 | 957 | 1,042 | 842 | 28.2 | -19.2 |
| 01 | Kennedy-King | 1,083 | 499 | 356 | 374 | 984 | -9.1 | 163.1 |
| 03 | Malcolm X | 2,050 | 2,073 | 2,373 | 4,103 | 1,519 | -25.9 | -63.0 |
| 05 | Olive-Harvey | 1,179 | 12,392 | 1,889 | 2,034 | 2,101 | 78.2 | 3.3 |
| 06 | Richard J. Daley | 3,109 | 1,759 | 749 | 1,276 | 1,012 | -67.4 | -20.7 |
| 07 | Wilbur Wright | 3,217 | 1,665 | 1,292 | 1,498 | 1,263 | -60.7 | -15.7 |
| 502 | College of DuPage | 18,495 | 9,474 | 16,393 | 17,555 | 19,059 | 3.0 | 8.6 |
| 532 | College of Lake County | 17,343 | 14,039 | 12,601 | 14,170 | 16,196 | -6.6 | 14.3 |
| 507 | Danville Area | 1,299 | 490 | 1,055 | 1,270 | 1,294 | -0.4 | 1.9 |
| 509 | Elgin | 6,186 | 1,850 | 2,501 | 3,046 | 2,508 | -59.5 | -17.7 |
| 512 | Harper | 16,673 | 3,482 | 10,689 | 8,526 | 8,332 | -50.0 | -2.3 |
| 540 | Heartland | 12,070 | 6,334 | 12,578 | 13,278 | 15,039 | 24.6 | 13.3 |
| 519 | Highland | 801 | 440 | 693 | 977 | 873 | 9.0 | -10.6 |
| 514 | Illinois Central | 8,059 | 4,207 | 8,215 | 11,701 | 12,681 | 57.4 | 8.4 |
| 529 | Illinois Eastern | (2,848) | (1,799) | (2,677) | (3,432) | (4,359) | (53.1) | (27.0) |
| 04 | Frontier | 1,018 | 620 | 1,092 | 1,725 | 2,467 | 142.3 | 43.0 |
| 01 | Lincoln Trail | 863 | 355 | 832 | 974 | 545 | -36.8 | -44.0 |
| 02 | Olney Central | 612 | 487 | 452 | 387 | 867 | 41.7 | 124.0 |
| 03 | Wabash Valley | 355 | 337 | 301 | 346 | 480 | 35.2 | 38.7 |
| 513 | Illinois Valley | 3,083 | 2,247 | 2,653 | 3,840 | 3,884 | 26.0 | 1.1 |
| 530 | John A. Logan | 2,847 | 711 | 820 | 358 | 218 | -92.3 | -39.1 |
| 539 | John Wood | 1,958 | 833 | 1,030 | 2,187 | 2,151 | 9.9 | -1.6 |
| 525 | Joliet Junior | 2,901 | 1,916 | 4,170 | 4,350 | 4,297 | 48.1 | -1.2 |
| 520 | Kankakee | 5,060 | 3,047 | 3,494 | 4,816 | 3,864 | -23.6 | -19.8 |
| 501 | Kaskaskia | 2,998 | 925 | 955 | 883 | 1,553 | -48.2 | 75.9 |
| 523 | Kishwaukee | 795 | 210 | 302 | 269 | 199 | -75.0 | -26.0 |
| 517 | Lake Land | 2,374 | 688 | 825 | 271 | 2,158 | -9.1 | 696.3 |
| 536 | Lewis and Clark | 6,033 | 3,839 | 5,460 | 5,959 | 5,531 | -8.3 | -7.2 |
| 526 | Lincoln Land | 7,578 | 4,005 | 5,982 | 6,793 | 8,638 | 14.0 | 27.2 |
| 528 | McHenry County | 15,997 | 9,411 | 10,415 | 13,366 | 15,199 | -5.0 | 13.7 |
| 524 | Moraine Valley | 8,998 | 1,854 | 2,465 | 7,440 | 8,018 | -10.9 | 7.8 |
| 527 | Morton | 1,168 | 1,400 | 870 | 1,067 | 1,171 | 0.3 | 9.7 |
| 535 | Oakton | 8,347 | 11,942 | 12,970 | 10,576 | 9,210 | 10.3 | -12.9 |
| 505 | Parkland | 4,101 | 2,271 | 5,045 | 5,702 | 6,229 | 51.9 | 9.2 |
| 515 | Prairie State | 1,456 | 255 | 166 | 325 | 505 | -65.3 | 55.4 |
| 521 | Rend Lake | 2,087 | 580 | 970 | 1,345 | 1,594 | -23.6 | 18.5 |
| 537 | Richland | 2,270 | 627 | 1,056 | 572 | 787 | -65.3 | 37.6 |
| 511 | Rock Valley | 14,027 | 7,374 | 10,767 | 12,971 | 10,867 | -22.5 | -16.2 |
| 506 | Sauk Valley | 1,491 | 475 | 671 | 1,082 | 1,401 | -6.0 | 29.5 |
| 531 | Shawnee | 1,018 | 388 | 829 | 1,530 | 1,320 | 29.7 | -13.7 |
| 510 | South Suburban | 277 | 262 | 93 | 180 | 225 | -18.8 | 25.0 |
| 533 | Southeastern Illinois | 4,615 | 2,213 | 222 | 251 | 280 | -93.9 | 11.6 |
| 522 | Southwestern Illinois | 1,675 | 1,247 | 1,274 | 1,246 | 1,118 | -33.3 | -10.3 |
| 534 | Spoon River | 1,003 | 838 | 988 | 820 | 1,018 | 1.5 | 24.1 |
| 504 | Triton | 4,042 | 1,007 | 2,227 | 3,170 | 3,499 | -13.4 | 10.4 |
| 516 | Waubensee | <u>2,399</u> | <u>370</u> | <u>346</u> | <u>431</u> | <u>437</u> | <u>-81.8 %</u> | <u>1.4 %</u> |
| Totals | | 214,313 | 130,156 | 157,657 | 183,511 | 191,619 | -10.6 % | 4.4 % |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board
Table B-3
SUMMARY COMPARISON OF NONREIMBURSABLE COURSE SECTIONS CONDUCTED
BY COLLEGE, FISCAL YEARS 2020-2024

| District | College Name | FY 2020 Sections | FY 2021 Sections | FY 2022 Sections | FY 2023 Sections | FY 2024 Sections | % Change 2020-2024 | % Change 2023-2024 |
|----------|--------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|
| 503 | Black Hawk | 458 | 276 | 404 | 398 | 418 | -8.7 % | 5.0 % |
| 518 | Carl Sandburg | 115 | 82 | 109 | 135 | 131 | 13.9 | -3.0 |
| 508 | City Colleges of Chicago | (1,035) | (914) | (657) | (723) | (887) | (-14.3) | (22.7) |
| 02 | Harold Washington | 53 | 39 | 47 | 76 | 98 | 84.9 | 28.9 |
| 04 | Harry S Truman | 78 | 86 | 104 | 112 | 91 | 16.7 | -18.8 |
| 01 | Kennedy-King | 86 | 60 | 50 | 24 | 70 | -18.6 | 191.7 |
| 03 | Malcolm X | 129 | 76 | 94 | 88 | 133 | 3.1 | 51.1 |
| 05 | Olive-Harvey | 107 | 478 | 178 | 196 | 262 | 144.9 | 33.7 |
| 06 | Richard J. Daley | 255 | 77 | 66 | 91 | 99 | -61.2 | 8.8 |
| 07 | Wilbur Wright | 327 | 98 | 118 | 136 | 134 | -59.0 | -1.5 |
| 502 | College of DuPage | 1,186 | 702 | 949 | 1,115 | 1,250 | 5.4 | 12.1 |
| 532 | College of Lake County | 904 | 863 | 938 | 949 | 949 | 5.0 | 0.0 |
| 507 | Danville Area | 149 | 84 | 134 | 150 | 143 | -4.0 | -4.7 |
| 509 | Elgin | 584 | 244 | 254 | 291 | 280 | -52.1 | -3.8 |
| 512 | Harper | 1,837 | 790 | 1,440 | 1,235 | 1,162 | -36.7 | -5.9 |
| 540 | Heartland | 991 | 503 | 1,072 | 1,132 | 1,125 | 13.5 | -0.6 |
| 519 | Highland | 84 | 52 | 76 | 94 | 66 | -21.4 | -29.8 |
| 514 | Illinois Central | 649 | 334 | 592 | 856 | 942 | 45.1 | 10.0 |
| 529 | Illinois Eastern | (272) | (152) | (236) | (232) | (309) | (13.6) | (33.2) |
| 04 | Frontier | 99 | 42 | 80 | 97 | 178 | 79.8 | 83.5 |
| 01 | Lincoln Trail | 109 | 65 | 104 | 79 | 61 | -44.0 | -22.8 |
| 02 | Olney Central | 14 | 20 | 21 | 15 | 30 | 114.3 | 100.0 |
| 03 | Wabash Valley | 50 | 25 | 31 | 41 | 40 | -20.0 | -2.4 |
| 513 | Illinois Valley | 331 | 364 | 370 | 438 | 417 | 26.0 | -4.8 |
| 530 | John A. Logan | 175 | 74 | 82 | 34 | 20 | -88.6 | -41.2 |
| 539 | John Wood | 220 | 149 | 160 | 220 | 221 | 0.5 | 0.5 |
| 525 | Joliet Junior | 461 | 267 | 447 | 490 | 475 | 3.0 | -3.1 |
| 520 | Kankakee | 455 | 307 | 379 | 340 | 319 | -29.9 | -6.2 |
| 501 | Kaskaskia | 110 | 70 | 107 | 87 | 138 | 25.5 | 58.6 |
| 523 | Kishwaukee | 147 | 62 | 88 | 71 | 63 | -57.1 | -11.3 |
| 517 | Lake Land | 312 | 47 | 50 | 52 | 93 | -70.2 | 78.8 |
| 536 | Lewis and Clark | 539 | 399 | 515 | 584 | 522 | -3.2 | -10.6 |
| 526 | Lincoln Land | 403 | 282 | 526 | 461 | 540 | 34.0 | 17.1 |
| 528 | McHenry County | 892 | 558 | 727 | 965 | 1,091 | 22.3 | 13.1 |
| 524 | Moraine Valley | 685 | 205 | 278 | 536 | 600 | -12.4 | 11.9 |
| 527 | Morton | 90 | 66 | 77 | 85 | 81 | -10.0 | -4.7 |
| 535 | Oakton | 653 | 607 | 591 | 509 | 581 | -11.0 | 14.1 |
| 505 | Parkland | 406 | 405 | 545 | 494 | 504 | 24.1 | 2.0 |
| 515 | Prairie State | 168 | 39 | 19 | 17 | 17 | -89.9 | 0.0 |
| 521 | Rend Lake | 152 | 65 | 69 | 98 | 111 | -27.0 | 13.3 |
| 537 | Richland | 203 | 122 | 177 | 61 | 140 | -31.0 | 129.5 |
| 511 | Rock Valley | 837 | 326 | 602 | 671 | 477 | -43.0 | -28.9 |
| 506 | Sauk Valley | 142 | 110 | 125 | 162 | 183 | 28.9 | 13.0 |
| 531 | Shawnee | 37 | 21 | 43 | 101 | 80 | 116.2 | -20.8 |
| 510 | South Suburban | 61 | 72 | 51 | 58 | 63 | 3.3 | 8.6 |
| 533 | Southeastern Illinois | 50 | 14 | 17 | 19 | 25 | -50.0 | 31.6 |
| 522 | Southwestern Illinois | 419 | 396 | 344 | 384 | 328 | -21.7 | -14.6 |
| 534 | Spoon River | 113 | 104 | 118 | 116 | 136 | 20.4 | 17.2 |
| 504 | Triton | 422 | 153 | 260 | 319 | 330 | -21.8 | 3.4 |
| 516 | Waubensee | <u>229</u> | <u>43</u> | <u>42</u> | <u>75</u> | <u>40</u> | <u>-82.5 %</u> | <u>-46.7 %</u> |
| Totals | | 16,976 | 10,323 | 13,670 | 14,757 | 15,257 | -10.1 % | 3.4 % |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board
Table B-4
FISCAL YEAR 2024 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY GENDER* AND CATEGORY OF ACTIVITY

| Category of Activity | Male | | Female | | Unknown or Another Gender | | Total | |
|--|------------------|-------|------------------|-------|------------------------------|-------|-------------------|--------|
| Business and Industry Contract | 5,722 12.7% | 44.9% | 4,050 7.4% | 31.8% | 2,969 16.7% | 23.3% | 12,741 10.9% | 100.0% |
| Professional/Vocational Development | 7,393 16.4% | 37.1% | 10,390 19.1% | 52.2% | 2,118 11.9% | 10.6% | 19,901 17.0% | 100.0% |
| Personal and Social Development | 25,617 56.7% | 36.3% | 33,478 61.5% | 47.4% | 11,516 64.9% | 16.3% | 70,611 60.1% | 100.0% |
| Youth Programs | 6,462 14.3% | 45.7% | 6,525 12.0% | 46.1% | 1,154 6.5% | 8.2% | 14,141 12.0% | 100.0% |
| TOTALS | 45,194 100.0% | 38.5% | 54,443 100.0% | 46.4% | 17,757 100.0% | 15.1% | 117,394 100.0% | 100.0% |

*Gender classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board
Table B-5
FISCAL YEAR 2024 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY RACIAL/ETHNIC ORIGIN* AND CATEGORY OF ACTIVITY

| Category of Activity | Asian | | Native American | | African American | | Latino | | White | | U.S Nonresident | | Pacific Islander | | Middle Eastern or North African | | Two or More Races | | Total Known | | Unknown | Grand Total |
|-------------------------------------|--------|-------|-----------------|------|------------------|-------|--------|-------|--------|-------|-----------------|------|------------------|------|---------------------------------|------|-------------------|------|-------------|--------|---------|-------------|
| Business and Industry Contract | 62 | 1.4% | 23 | 0.5% | 403 | 9.1% | 546 | 12.4% | 3,332 | 75.4% | 2 | 0.0% | 3 | 0.1% | 0 | 0.0% | 46 | 1.0% | 4,417 | 100.0% | 8,324 | 12,741 |
| | 1.9% | | 6.1% | | 5.6% | | 5.7% | | 6.7% | | 1.2% | | 4.5% | | 0.0% | | 4.0% | | 6.2% | | | |
| Professional/Vocational Development | 724 | 5.3% | 54 | 0.4% | 3,148 | 23.2% | 2,774 | 20.4% | 6,566 | 48.3% | 52 | 0.4% | 14 | 0.1% | 35 | 0.3% | 231 | 1.7% | 13,598 | 100.0% | 6,303 | 19,901 |
| | 22.2% | | 14.2% | | 43.6% | | 29.1% | | 13.2% | | 31.3% | | 20.9% | | 52.2% | | 20.0% | | 19.0% | | | |
| Personal and Social Development | 1,738 | 3.7% | 279 | 0.6% | 3,248 | 6.9% | 5,413 | 11.5% | 35,315 | 75.3% | 107 | 0.2% | 43 | 0.1% | 23 | 0.0% | 757 | 1.6% | 46,923 | 100.0% | 23,688 | 70,611 |
| | 53.3% | | 73.6% | | 45.0% | | 56.8% | | 71.0% | | 64.5% | | 64.2% | | 34.3% | | 65.7% | | 65.6% | | | |
| Youth Programs | 735 | 11.1% | 23 | 0.3% | 425 | 6.4% | 793 | 12.0% | 4,512 | 68.1% | 5 | 0.1% | 7 | 0.1% | 9 | 0.1% | 119 | 1.8% | 6,628 | 100.0% | 7,513 | 14,141 |
| | 22.6% | | 6.1% | | 5.9% | | 8.3% | | 9.1% | | 3.0% | | 10.4% | | 13.4% | | 10.3% | | 9.3% | | | |
| TOTALS | 3,259 | 4.6% | 379 | 0.5% | 7,224 | 10.1% | 9,526 | 13.3% | 49,725 | 69.5% | 166 | 0.2% | 67 | 0.1% | 67 | 0.1% | 1,153 | 1.6% | 71,566 | 100.0% | 45,828 | 117,394 |
| | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | | |

*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.
SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board
Table B-6
FISCAL YEAR 2024 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY AGE GROUP AND CATEGORY OF ACTIVITY

| Category of Activity | 16 & Under | | 17-20 | | 21-24 | | 25-30 | | 31-39 | | 40-55 | | Over 55 | | Total Known | | Unknown | Grand Total |
|-------------------------------------|------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|---------|-------|-------------|--------|---------|-------------|
| Business and Industry Contract | 93 | 1.0% | 609 | 6.7% | 971 | 10.7% | 1,215 | 13.4% | 1,869 | 20.7% | 3,141 | 34.8% | 1,136 | 12.6% | 9,034 | 100.0% | 3,707 | 12,741 |
| | 2.0% | | 4.1% | | 12.9% | | 13.4% | | 15.5% | | 16.5% | | 4.9% | | 10.0% | | | |
| Professional/Vocational Development | 326 | 1.7% | 2,623 | 14.0% | 1,996 | 10.7% | 2,401 | 12.8% | 3,433 | 18.3% | 4,931 | 26.3% | 3,015 | 16.1% | 18,725 | 100.0% | 1,176 | 19,901 |
| | 7.1% | | 17.6% | | 26.5% | | 26.6% | | 28.4% | | 25.8% | | 13.1% | | 20.8% | | | |
| Personal and Social Development | 2,831 | 4.7% | 11,434 | 18.9% | 4,531 | 7.5% | 5,291 | 8.7% | 6,737 | 11.1% | 10,930 | 18.1% | 18,781 | 31.0% | 60,535 | 100.0% | 10,076 | 70,611 |
| | 61.7% | | 76.7% | | 60.2% | | 58.5% | | 55.8% | | 57.3% | | 81.7% | | 67.1% | | | |
| Youth Programs | 1,336 | 69.0% | 236 | 12.2% | 33 | 1.7% | 130 | 6.7% | 45 | 2.3% | 88 | 4.5% | 67 | 3.5% | 1,935 | 100.0% | 12,206 | 14,141 |
| | 29.1% | | 1.6% | | 0.4% | | 1.4% | | 0.4% | | 0.5% | | 0.3% | | 2.1% | | | |
| TOTALS | 4,586 | 5.1% | 14,902 | 16.5% | 7,531 | 8.3% | 9,037 | 10.0% | 12,084 | 13.4% | 19,090 | 21.2% | 22,999 | 25.5% | 90,229 | 100.0% | 27,165 | 117,394 |
| | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | | |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board
Table B-7
FISCAL YEAR 2024 LARGEST NONCREDIT COURSEWORK
BASED ON DUPLICATED ENROLLMENTS
BY TWO DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CATEGORIES

| Course Area (2 Digit CIP) | Enrollment |
|--|------------|
| 36 Leisure and Recreational Activities | 40,052 |
| 37 Personal Awareness and Self-Improvement | 19,524 |
| 52 Business, Management, Marketing, and Related Support Services | 18,988 |
| 13 Education | 12,911 |
| 51 Health Professions and Related Programs | 10,300 |
| 49 Transportation and Materials Moving | 8,563 |
| 22 Legal Professions And Studies | 6,558 |
| 43 Homeland Security, Law Enforcement, Firefighting, and Related Protective Services | 6,329 |
| 32 Basic Skills And Developmental/Remedial Education | 6,044 |
| 11 Computer And Information Sciences And Support Services | 5,878 |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data



Illinois Community College Board
Table B-8
FISCAL YEAR 2024 DUPLICATED
NONCREDIT HEADCOUNT ENROLLMENTS
BY INSTRUCTIONAL SITE

| Instructional Site | Enrollment | Percent of Total |
|---------------------------|------------|---------------------|
| Main Campus | 95,771 | 50.0 % |
| Off-campus College Owned | 35,790 | 18.7 % |
| Off-campus College Leased | 122 | 0.1 % |
| Community Based | 18,145 | 9.5 % |
| Business Based | 7,653 | 4.0 % |
| Distance Education | 30,593 | 16.0 % |
| Other | 3,545 | 1.9 % |
| Total | 191,619 | 100.0 % |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Illinois Community College Board
Table B-9
FISCAL YEAR 2024 DUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY TERM



| Term | Total | Percent of Total |
|--------|---------|---------------------|
| Summer | 51,726 | 27.0 % |
| Fall | 64,801 | 33.8 % |
| Winter | 0 | 0.0 % |
| Spring | 75,092 | 39.2 % |
| Total | 191,619 | 100.0 % |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit
Course Enrollment (N1) Data

Illinois Community College Board
Table B-10
FISCAL YEAR 2024 ANNUAL UNDUPLICATED
NONCREDIT HEADCOUNT ENROLLMENTS
BY NUMBER OF HOURS



| Hours | Enrollment | Percent of Known |
|--------------|------------|---------------------|
| 1-4 | 62,941 | 53.6 % |
| 5-9 | 17,140 | 14.6 % |
| 10-14 | 8,473 | 7.2 % |
| 15-19 | 6,814 | 5.8 % |
| 20-24 | 7,422 | 6.3 % |
| 25-29 | 1,015 | 0.9 % |
| 30-59 | 7,861 | 6.7 % |
| 60-89 | 2,337 | 2.0 % |
| 90-119 | 580 | 0.5 % |
| 120-159 | 668 | 0.6 % |
| 160+ | 2,143 | 1.8 % |
| Total Known | 117,394 | 100.0 % |
| None/Unknown | 0 | |
| Grand Total | 117,394 | |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit
Course Enrollment (N1) Data

Illinois Community College Board
Table B-11
FISCAL YEAR 2024 ANNUAL DUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY CATEGORY OF ACTIVITY



| Category of Activity | Duplicated Enrollment | Percent |
|-------------------------------------|-----------------------|---------|
| Business and Industry Contract | 20,041 | 10.5 % |
| Professional/Vocational Development | 28,789 | 15.0 % |
| Personal and Social Development | 115,222 | 60.1 % |
| Youth Program | 27,567 | 14.4 % |
| TOTAL | 191,619 | 100.0 % |

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

APPENDIX C: COMPLETIONS DATA TABLES



Illinois Community College Board
Table C-1
SUMMARY COMPARISON OF ANNUAL DUPLICATED COMPLETIONS*
BY COLLEGE, FISCAL YEARS 2020-2024

| District | District/College | FY 2020 Completions | FY 2021 Completions | FY 2022 Completions | FY 2023 Completions | FY 2024 Completions | % Change 2020-2024 | % Change 2023-2024 |
|----------|--------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|
| 503 | Black Hawk | 639 | 920 | 848 | 1,064 | 971 | 52.0 % | -8.7 % |
| 518 | Carl Sandburg | 531 | 772 | 526 | 491 | 567 | 6.8 | 15.5 |
| 508 | City Colleges of Chicago | (9,419) | (7,961) | (7,752) | (7,719) | (7,862) | (-16.5) | (1.9) |
| 02 | Harold Washington | 2,026 | 2,139 | 1,914 | 1,693 | 1,504 | -25.8 | -11.2 |
| 04 | Harry S Truman | 910 | 766 | 713 | 616 | 657 | -27.8 | 6.7 |
| 01 | Kennedy-King | 664 | 576 | 570 | 553 | 630 | -5.1 | 13.9 |
| 03 | Malcolm X | 1,722 | 1,652 | 1,666 | 1,699 | 1,730 | 0.5 | 1.8 |
| 05 | Olive-Harvey | 694 | 444 | 453 | 515 | 708 | 2.0 | 37.5 |
| 06 | Richard J. Daley | 1,478 | 830 | 1,036 | 1,359 | 1,405 | -4.9 | 3.4 |
| 07 | Wilbur Wright | 1,925 | 1,554 | 1,400 | 1,284 | 1,228 | -36.2 | -4.4 |
| 502 | College of DuPage | 2,930 | 3,289 | 2,944 | 3,324 | 3,433 | 17.2 | 3.3 |
| 532 | College of Lake County | 4,492 | 3,676 | 4,149 | 4,814 | 4,556 | 1.4 | -5.4 |
| 507 | Danville Area | 678 | 541 | 497 | 548 | 432 | -36.3 | -21.2 |
| 509 | Elgin | 3,064 | 2,154 | 2,201 | 2,107 | 3,113 | 1.6 | 47.7 |
| 512 | Harper | 4,366 | 4,517 | 4,419 | 4,346 | 4,445 | 1.8 | 2.3 |
| 540 | Heartland | 1,195 | 1,191 | 1,306 | 1,600 | 1,635 | 36.8 | 2.2 |
| 519 | Highland | 778 | 582 | 602 | 649 | 636 | -18.3 | -2.0 |
| 514 | Illinois Central | 1,812 | 1,297 | 1,931 | 1,265 | 3,500 | 93.2 | 176.7 |
| 529 | Illinois Eastern | (1,059) | (1,059) | (1,188) | (1,369) | (1,291) | (21.9) | (-5.7) |
| 04 | Frontier | 215 | 171 | 205 | 241 | 290 | 34.9 | 20.3 |
| 01 | Lincoln Trail | 186 | 189 | 232 | 262 | 253 | 36.0 | -3.4 |
| 02 | Olney Central | 445 | 464 | 469 | 584 | 454 | 2.0 | -22.3 |
| 03 | Wabash Valley | 213 | 235 | 282 | 282 | 294 | 38.0 | 4.3 |
| 513 | Illinois Valley | 776 | 1,036 | 1,057 | 1,052 | 1,237 | 59.4 | 17.6 |
| 530 | John A. Logan | 745 | 698 | 720 | 806 | 824 | 10.6 | 2.2 |
| 539 | John Wood | 491 | 547 | 488 | 484 | 511 | 4.1 | 5.6 |
| 525 | Joliet Junior | 2,641 | 2,706 | 2,944 | 2,600 | 3,087 | 16.9 | 18.7 |
| 520 | Kankakee | 764 | 1,008 | 744 | 682 | 853 | 11.6 | 25.1 |
| 501 | Kaskaskia | 817 | 937 | 842 | 1,146 | 1,293 | 58.3 | 12.8 |
| 523 | Kishwaukee | 897 | 771 | 791 | 713 | 715 | -20.3 | 0.3 |
| 517 | Lake Land | 3,869 | 1,529 | 2,244 | 2,954 | 3,069 | -20.7 | 3.9 |
| 536 | Lewis and Clark | 1,719 | 1,600 | 1,403 | 1,405 | 1,336 | -22.3 | -4.9 |
| 526 | Lincoln Land | 1,554 | 1,520 | 1,623 | 1,729 | 1,615 | 3.9 | -6.6 |
| 528 | McHenry County | 1,615 | 1,699 | 1,786 | 1,785 | 1,897 | 17.5 | 6.3 |
| 524 | Moraine Valley | 3,123 | 3,339 | 5,228 | 3,554 | 3,419 | 9.5 | -3.8 |
| 527 | Morton | 600 | 620 | 622 | 598 | 585 | -2.5 | -2.2 |
| 535 | Oakton | 1,798 | 1,682 | 1,875 | 2,104 | 2,187 | 21.6 | 3.9 |
| 505 | Parkland | 1,499 | 1,643 | 1,451 | 1,518 | 1,406 | -6.2 | -7.4 |
| 515 | Prairie State | 757 | 798 | 658 | 729 | 942 | 24.4 | 29.2 |
| 521 | Rend Lake | 1,223 | 1,141 | 1,245 | 1,519 | 1,214 | -0.7 | -20.1 |
| 537 | Richland | 827 | 888 | 806 | 793 | 666 | -19.5 | -16.0 |
| 511 | Rock Valley | 1,444 | 1,460 | 1,630 | 1,363 | 1,555 | 7.7 | 14.1 |
| 506 | Sauk Valley | 651 | 626 | 641 | 666 | 670 | 2.9 | 0.6 |
| 531 | Shawnee | 568 | 579 | 550 | 503 | 622 | 9.5 | 23.7 |
| 510 | South Suburban | 684 | 587 | 707 | 489 | 446 | -34.8 | -8.8 |
| 533 | Southeastern Illinois | 352 | 407 | 400 | 378 | 436 | 23.9 | 15.3 |
| 522 | Southwestern Illinois | 2,013 | 2,363 | 2,480 | 2,663 | 3,055 | 51.8 | 14.7 |
| 534 | Spoon River | 449 | 582 | 536 | 607 | 560 | 24.7 | -7.7 |
| 504 | Triton | 1,243 | 1,456 | 1,399 | 1,565 | 1,728 | 39.0 | 10.4 |
| 516 | Waubonsee | <u>1,625</u> | <u>1,602</u> | <u>1,564</u> | <u>1,547</u> | <u>1,722</u> | <u>6.0 %</u> | <u>11.3 %</u> |
| Totals | | 65,707 | 61,783 | 64,797 | 65,248 | 70,091 | 6.7 % | 7.4 % |

*Collegiate level only--advancements in adult education and ESL programs are not included.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board
Table C-2
COMPARISON OF ANNUAL DUPLICATED COMPLETIONS*
BY DEGREE, FISCAL YEARS 2020-2024

| COLLEGIATE LEVEL | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|--------------------------------|--------|--------|----------|--------|----------|--------|----------|--------|----------|--------|
| GENERAL ASSOCIATE | 2,622 | 4.0% | 2,497 | 4.0% | 2,709 | 4.2% | 2,283 | 3.5% | 2,116 | 3.0% |
| <i>Percent Change</i> | -8.7% | | -4.8% | | 8.5% | | -15.7% | | -7.3% | |
| TRANSFER | 28,168 | 42.9% | 26,969 | 43.7% | 26,106 | 40.3% | 25,482 | 39.1% | 26,940 | 38.4% |
| <i>Percent Change</i> | 39.3% | | -4.3% | | -3.2% | | -2.4% | | 5.7% | |
| Assoc. in Arts | 13,579 | | 13,864 | | 13,098 | | 12,534 | | 12,235 | |
| Assoc. in Science | 5,039 | | 4,878 | | 4,817 | | 4,543 | | 4,447 | |
| Assoc. in Arts & Science | 308 | | 334 | | 354 | | 292 | | 296 | |
| Assoc. in Eng. Science | 312 | | 328 | | 349 | | 372 | | 379 | |
| Assoc. in Fine Arts | 111 | | 122 | | 127 | | 109 | | 142 | |
| Assoc. in Teaching | 0 | | 0 | | 0 | | 0 | | 0 | |
| Gen. Ed. Core Curric.Cred. | 8,819 | | 7,443 | | 7,361 | | 7,632 | | 9,441 | |
| CAREER & TECHNICAL ED. | 34,911 | 53.1% | 32,313 | 52.3% | 35,981 | 55.5% | 37,478 | 57.4% | 41,035 | 58.5% |
| <i>Percent Change</i> | -10.8% | | -7.4% | | 11.4% | | 4.2% | | 9.5% | |
| Assoc. in Applied Science | 9,217 | | 9,668 | | 9,375 | | 8,620 | | 9,053 | |
| Cert. of 1 Yr. or More | 5,493 | | 4,861 | | 5,215 | | 5,168 | | 6,031 | |
| Cert. of Less than 1 Yr. | 20,201 | | (17,784) | | (21,391) | | (23,690) | | (25,951) | |
| Cert. of 9 to < 30 Sem. Hrs.** | -- | | 10,211 | | 11,856 | | 13,281 | | 15,066 | |
| Cert. of < 9 Sem. Hrs.** | -- | | 7,573 | | 9,535 | | 10,409 | | 10,885 | |
| Vocational Skills Cert. | 0 | | 0 | | 0 | | 0 | | 0 | |
| GENERAL STUDIES CERT. | 6 | 0.0% | 4 | 0.0% | 1 | 0.0% | 5 | 0.0% | 0 | 0.0% |
| <i>Percent Change</i> | -40.0% | | -33.3% | | -75.0% | | 400.0% | | -100.0% | |
| TOTAL COMPLETIONS | 65,707 | 100.0% | 61,783 | 100.0% | 64,797 | 100.0% | 65,248 | 100.0% | 70,091 | 100.0% |
| <i>Percent Change</i> | 5.6% | | -6.0% | | 4.9% | | 0.7% | | 7.4% | |

*Collegiate level only--advancements in adult education and ESL programs are not included.

**Added in 2021.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board
Table C-3
FISCAL YEAR 2024 DUPLICATED COMPLETERS*
BY DEGREE AND GENDER**

| COLLEGIATE LEVEL | Male | | Female | | Unknown or Another Gender | | Total | |
|------------------------------|--------|--------|--------|--------|------------------------------|--------|--------|--------|
| GENERAL ASSOCIATE | 787 | 2.5% | 1,324 | 3.5% | 5 | 1.2% | 2,116 | 3.0% |
| | 37.2% | | 62.6% | | 0.2% | | 100.0% | |
| TRANSFER | 11,163 | 35.0% | 15,588 | 41.2% | 189 | 47.0% | 26,940 | 38.4% |
| | 41.4% | | 57.9% | | 0.7% | | 100.0% | |
| Assoc. in Arts | 4,887 | | 7,259 | | 89 | | 12,235 | |
| Assoc. in Science | 2,041 | | 2,378 | | 28 | | 4,447 | |
| Assoc. in Arts & Science | 128 | | 168 | | 0 | | 296 | |
| Assoc. in Eng. Science | 312 | | 67 | | 0 | | 379 | |
| Assoc. in Fine Arts | 51 | | 91 | | 0 | | 142 | |
| Assoc. in Teaching | 0 | | 0 | | 0 | | 0 | |
| Gen. Ed. Core Curric.Cred. | 3,744 | | 5,625 | | 72 | | 9,441 | |
| CAREER & TECHNICAL ED. | 19,944 | 62.5% | 20,883 | 55.3% | 208 | 51.7% | 41,035 | 58.5% |
| | 48.6% | | 50.9% | | 0.5% | | 100.0% | |
| Assoc. in Applied Science | 3,637 | | 5,386 | | 30 | | 9,053 | |
| Cert. of 1 Yr. or More | 3,124 | | 2,875 | | 32 | | 6,031 | |
| Cert. of 9 to < 30 Sem. Hrs. | 9,619 | | 5,371 | | 76 | | 15,066 | |
| Cert. of < 9 Sem. Hrs. | 3,564 | | 7,251 | | 70 | | 10,885 | |
| Vocational Skills Cert. | 0 | | 0 | | 0 | | 0 | |
| GENERAL STUDIES CERT. | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | -- | | -- | | -- | | -- | |
| TOTAL COMPLETIONS | 31,894 | 100.0% | 37,795 | 100.0% | 402 | 100.0% | 70,091 | 100.0% |
| | 45.5% | | 53.9% | | 0.6% | | 100.0% | |

*Collegiate level only--advancements in adult education and ESL programs are not included.

**Gender classifications align with U.S. Department of Education collection and reporting standards.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion
(A1 & A2) Records



Illinois Community College Board
Table C-4
FISCAL YEAR 2024 DUPLICATED COMPLETERS*
BY DEGREE AND ETHNICITY**

| COLLEGIATE LEVEL | Asian | | Native American | | African American | | Latino | | White | | U.S. Nonresident | | Pacific Islander | | Middle Eastern or North African | | Two or More Races | | Unknown | | Total | |
|------------------------------|-------|--------|-----------------|--------|------------------|--------|--------|--------|--------|--------|------------------|--------|------------------|--------|---------------------------------|--------|-------------------|--------|---------|--------|--------|--------|
| GENERAL ASSOCIATE | 78 | 2.5% | 6 | 3.3% | 378 | 4.7% | 528 | 3.2% | 963 | 2.6% | 15 | 2.6% | 3 | 4.1% | 7 | 10.1% | 72 | 3.0% | 66 | 4.0% | 2,116 | 3.0% |
| | 3.7% | | 0.3% | | 17.9% | | 25.0% | | 45.5% | | 0.7% | | 0.1% | | 0.3% | | 3.4% | | 3.1% | | 100.0% | |
| TRANSFER | 1,358 | 43.6% | 59 | 32.1% | 2,243 | 27.6% | 6,573 | 39.7% | 14,828 | 39.7% | 339 | 57.7% | 19 | 26.0% | 23 | 33.3% | 938 | 39.7% | 560 | 34.3% | 26,940 | 38.4% |
| | 5.0% | | 0.2% | | 8.3% | | 24.4% | | 55.0% | | 1.3% | | 0.1% | | 0.1% | | 3.5% | | 2.1% | | 100.0% | |
| Assoc. in Arts | 531 | | 32 | | 1,123 | | 3,102 | | 6,574 | | 137 | | 8 | | 11 | | 424 | | 293 | | 12,235 | |
| Assoc. in Science | 322 | | 9 | | 301 | | 1,158 | | 2,310 | | 64 | | 5 | | 12 | | 156 | | 110 | | 4,447 | |
| Assoc. in Arts & Science | 4 | | 0 | | 7 | | 26 | | 249 | | 0 | | 1 | | 0 | | 8 | | 1 | | 296 | |
| Assoc. in Eng. Science | 40 | | 0 | | 15 | | 108 | | 185 | | 12 | | 0 | | 0 | | 12 | | 7 | | 379 | |
| Assoc. in Fine Arts | 3 | | 0 | | 12 | | 36 | | 72 | | 5 | | 0 | | 0 | | 8 | | 6 | | 142 | |
| Assoc. in Teaching | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| Gen. Ed. Core Curric.Cred. | 458 | | 18 | | 785 | | 2,143 | | 5,438 | | 121 | | 5 | | 0 | | 330 | | 143 | | 9,441 | |
| CAREER & TECHNICAL ED. | 1,680 | 53.9% | 119 | 64.7% | 5,503 | 67.7% | 9,461 | 57.1% | 21,589 | 57.8% | 234 | 39.8% | 51 | 69.9% | 39 | 56.5% | 1,354 | 57.3% | 1,005 | 61.6% | 41,035 | 58.5% |
| | 4.1% | | 0.3% | | 13.4% | | 23.1% | | 52.6% | | 0.6% | | 0.1% | | 0.1% | | 3.3% | | 2.4% | | 100.0% | |
| Assoc. in Applied Science | 374 | | 28 | | 795 | | 1,861 | | 5,486 | | 59 | | 6 | | 5 | | 253 | | 186 | | 9,053 | |
| Cert. of 1 Yr. or More | 154 | | 17 | | 862 | | 1,252 | | 3,372 | | 26 | | 7 | | 2 | | 192 | | 147 | | 6,031 | |
| Cert. of 9 to < 30 Sem. Hrs. | 533 | | 41 | | 2,085 | | 3,765 | | 7,580 | | 98 | | 17 | | 16 | | 509 | | 422 | | 15,066 | |
| Cert. of < 9 Sem. Hrs. | 619 | | 33 | | 1,761 | | 2,583 | | 5,151 | | 51 | | 21 | | 16 | | 400 | | 250 | | 10,885 | |
| Vocational Skills Cert. | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| GENERAL STUDIES CERT. | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | -- | | -- | | -- | | -- | | -- | | -- | | -- | | -- | | -- | | -- | | -- | |
| TOTAL COMPLETIONS | 3,116 | 100.0% | 184 | 100.0% | 8,124 | 100.0% | 16,562 | 100.0% | 37,380 | 100.0% | 588 | 100.0% | 73 | 100.0% | 69 | 100.0% | 2,364 | 100.0% | 1,631 | 100.0% | 70,091 | 100.0% |
| | 4.4% | | 0.3% | | 11.6% | | 23.6% | | 53.3% | | 0.8% | | 0.1% | | 0.1% | | 3.4% | | 2.3% | | 100.0% | |

*Collegiate level only--advancements in adult education and ESL programs are not included.

**Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board
Table C-5
FISCAL YEAR 2024 DUPLICATED COMPLETERS*
BY DEGREE AND AGE GROUP

| COLLEGIATE LEVEL | Under 21 | | 21-24 | | 25-30 | | 31-39 | | 40-55 | | Over 55 | | Unknown | | Total | |
|------------------------------|----------|--------|--------|--------|--------|--------|-------|--------|-------|--------|---------|--------|---------|--------|--------|--------|
| GENERAL ASSOCIATE | 284 | 1.4% | 749 | 3.1% | 373 | 3.5% | 345 | 4.2% | 309 | 5.2% | 54 | 5.3% | 2 | 8.3% | 2,116 | 3.0% |
| | 13.4% | | 35.4% | | 17.6% | | 16.3% | | 14.6% | | 2.6% | | 0.1% | | 100.0% | |
| TRANSFER | 9,363 | 45.9% | 11,648 | 48.7% | 3,150 | 29.8% | 1,749 | 21.3% | 904 | 15.2% | 117 | 11.5% | 9 | 37.5% | 26,940 | 38.4% |
| | 34.8% | | 43.2% | | 11.7% | | 6.5% | | 3.4% | | 0.4% | | 0.0% | | 100.0% | |
| Assoc. in Arts | 3,987 | | 5,596 | | 1,382 | | 776 | | 428 | | 58 | | 8 | | 12,235 | |
| Assoc. in Science | 1,800 | | 1,794 | | 501 | | 248 | | 98 | | 6 | | 0 | | 4,447 | |
| Assoc. in Arts & Science | 200 | | 74 | | 10 | | 6 | | 6 | | 0 | | 0 | | 296 | |
| Assoc. in Eng. Science | 131 | | 176 | | 42 | | 22 | | 7 | | 1 | | 0 | | 379 | |
| Assoc. in Fine Arts | 32 | | 91 | | 9 | | 4 | | 4 | | 2 | | 0 | | 142 | |
| Assoc. in Teaching | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| Gen. Ed. Core Curric.Cred. | 3,213 | | 3,917 | | 1,206 | | 693 | | 361 | | 50 | | 1 | | 9,441 | |
| CAREER & TECHNICAL ED. | 10,766 | 52.7% | 11,521 | 48.2% | 7,030 | 66.6% | 6,119 | 74.5% | 4,743 | 79.6% | 843 | 83.1% | 13 | 54.2% | 41,035 | 58.5% |
| | 26.2% | | 28.1% | | 17.1% | | 14.9% | | 11.6% | | 2.1% | | 0.0% | | 100.0% | |
| Assoc. in Applied Science | 1,115 | | 3,327 | | 1,914 | | 1,589 | | 987 | | 121 | | 0 | | 9,053 | |
| Cert. of 1 Yr. or More | 910 | | 1,864 | | 1,165 | | 1,105 | | 835 | | 149 | | 3 | | 6,031 | |
| Cert. of 9 to < 30 Sem. Hrs. | 3,512 | | 4,079 | | 2,581 | | 2,311 | | 2,151 | | 424 | | 8 | | 15,066 | |
| Cert. of < 9 Sem. Hrs. | 5,229 | | 2,251 | | 1,370 | | 1,114 | | 770 | | 149 | | 2 | | 10,885 | |
| Vocational Skills Cert. | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| GENERAL STUDIES CERT. | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | -- | | -- | | -- | | -- | | -- | | -- | | -- | | -- | |
| TOTAL COMPLETIONS | 20,413 | 100.0% | 23,918 | 100.0% | 10,553 | 100.0% | 8,213 | 100.0% | 5,956 | 100.0% | 1,014 | 100.0% | 24 | 100.0% | 70,091 | 100.0% |
| | 29.1% | | 34.1% | | 15.1% | | 11.7% | | 8.5% | | 1.4% | | 0.0% | | 100.0% | |

*Collegiate level only--advancements in adult education and ESL programs are not included.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board
Table C-6
FISCAL YEAR 2024 DUPLICATED COMPLETERS*
BY DEGREE AND STUDENT INTENT**

| COLLEGIATE LEVEL | Prepare for Transfer to Four-Year Institution | | Improve Present Job Skills | | Prepare for Job After Community College | | Improve Basic Skills or Prepare for High School Equivalency | | Personal Interest/ Self Development | | Other or No Indication | | Total | |
|------------------------------|--|--------|-------------------------------------|--------|--|--------|--|--------|--|--------|------------------------------|--------|--------|--------|
| GENERAL ASSOCIATE | 1,022 | 3.2% | 121 | 2.4% | 544 | 2.5% | 17 | 2.0% | 134 | 3.5% | 278 | 4.1% | 2,116 | 3.0% |
| | 48.3% | | 5.7% | | 25.7% | | 0.8% | | 6.3% | | 13.1% | | 100.0% | |
| TRANSFER | 18,857 | 59.9% | 987 | 19.6% | 3,466 | 15.6% | 166 | 19.5% | 1,249 | 32.6% | 2,215 | 33.0% | 26,940 | 38.4% |
| | 70.0% | | 3.7% | | 12.9% | | 0.6% | | 4.6% | | 8.2% | | 100.0% | |
| Assoc. in Arts | 8,665 | | 453 | | 1,523 | | 79 | | 498 | | 1,017 | | 12,235 | |
| Assoc. in Science | 3,093 | | 115 | | 520 | | 26 | | 243 | | 450 | | 4,447 | |
| Assoc. in Arts & Science | 173 | | 9 | | 58 | | 1 | | 30 | | 25 | | 296 | |
| Assoc. in Eng. Science | 301 | | 9 | | 27 | | 2 | | 21 | | 19 | | 379 | |
| Assoc. in Fine Arts | 101 | | 2 | | 13 | | 2 | | 7 | | 17 | | 142 | |
| Assoc. in Teaching | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| Gen. Ed. Core Curric.Cred. | 6,524 | | 399 | | 1,325 | | 56 | | 450 | | 687 | | 9,441 | |
| CAREER & TECHNICAL ED. | 11,587 | 36.8% | 3,921 | 78.0% | 18,179 | 81.9% | 669 | 78.5% | 2,453 | 63.9% | 4,226 | 62.9% | 41,035 | 58.5% |
| | 28.2% | | 9.6% | | 44.3% | | 1.6% | | 6.0% | | 10.3% | | 100.0% | |
| Assoc. in Applied Science | 2,879 | | 693 | | 4,327 | | 113 | | 344 | | 697 | | 9,053 | |
| Cert. of 1 Yr. or More | 1,423 | | 683 | | 3,129 | | 61 | | 231 | | 504 | | 6,031 | |
| Cert. of 9 to < 30 Sem. Hrs. | 3,556 | | 1,721 | | 6,898 | | 243 | | 913 | | 1,735 | | 15,066 | |
| Cert. of < 9 Sem. Hrs. | 3,729 | | 824 | | 3,825 | | 252 | | 965 | | 1,290 | | 10,885 | |
| Vocational Skills Cert. | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | |
| GENERAL STUDIES CERT. | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | -- | | -- | | -- | | -- | | -- | | -- | | -- | |
| TOTAL COMPLETIONS | 31,466 | 100.0% | 5,029 | 100.0% | 22,189 | 100.0% | 852 | 100.0% | 3,836 | 100.0% | 6,719 | 100.0% | 70,091 | 100.0% |
| | 44.9% | | 7.2% | | 31.7% | | 1.2% | | 5.5% | | 9.6% | | 100.0% | |

*Collegiate level only--advancements in adult education and ESL programs are not included.

**Current student intent is examined. When not available, student intent at time of college entrance is used.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records



Illinois Community College Board
Table C-7
FISCAL YEAR 2024 DUPLICATED COMPLETERS*
BY DEGREE AND DEGREE OBJECTIVE

| COLLEGIATE LEVEL | Complete One or Several Courses - Not Pursuing a Degree | | To Complete a Certificate | | To Complete an Associate Degree | | No Indication | | Total | |
|------------------------------|--|--------|------------------------------|--------|---------------------------------------|--------|------------------|--------|------------------|--------|
| GENERAL ASSOCIATE | 285 13.5% | 2.3% | 130 6.1% | 1.0% | 1,700 80.3% | 3.9% | 1 0.0% | 1.9% | 2,116 100.0% | 3.0% |
| TRANSFER | 4,599 17.1% | 36.9% | 629 2.3% | 4.6% | 21,696 80.5% | 49.4% | 16 0.1% | 30.2% | 26,940 100.0% | 38.4% |
| Assoc. in Arts | 2,054 | | 264 | | 9,904 | | 13 | | 12,235 | |
| Assoc. in Science | 679 | | 90 | | 3,676 | | 2 | | 4,447 | |
| Assoc. in Arts & Science | 8 | | 0 | | 288 | | 0 | | 296 | |
| Assoc. in Eng. Science | 53 | | 1 | | 324 | | 1 | | 379 | |
| Assoc. in Fine Arts | 17 | | 3 | | 122 | | 0 | | 142 | |
| Assoc. in Teaching | 0 | | 0 | | 0 | | 0 | | 0 | |
| Gen. Ed. Core Curric.Cred. | 1,788 | | 271 | | 7,382 | | 0 | | 9,441 | |
| CAREER & TECHNICAL ED. | 7,573 18.5% | 60.8% | 12,885 31.4% | 94.4% | 20,541 50.1% | 46.8% | 36 0.1% | 67.9% | 41,035 100.0% | 58.5% |
| Assoc. in Applied Science | 1,049 | | 590 | | 7,390 | | 24 | | 9,053 | |
| Cert. of 1 Yr. or More | 631 | | 2,402 | | 2,993 | | 5 | | 6,031 | |
| Cert. of 9 to < 30 Sem. Hrs. | 2,457 | | 6,182 | | 6,422 | | 5 | | 15,066 | |
| Cert. of < 9 Sem. Hrs. | 3,436 | | 3,711 | | 3,736 | | 2 | | 10,885 | |
| Vocational Skills Cert. | 0 | | 0 | | 0 | | 0 | | 0 | |
| GENERAL STUDIES CERT. | 0 -- | 0.0% | 0 -- | 0.0% | 0 -- | 0.0% | 0 -- | 0.0% | 0 -- | 0.0% |
| TOTAL COMPLETIONS | 12,457 17.8% | 100.0% | 13,644 19.5% | 100.0% | 43,937 62.7% | 100.0% | 53 0.1% | 100.0% | 70,091 100.0% | 100.0% |

*Collegiate level only--advancements in adult education and ESL programs are not included.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

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

McHenry County College

- Architectural Design Certificate (28 credit hours)
- Architectural Technology Certificate (24 credit hours)
- Audio Video Technician Certificate (19 credit hours)
- Commercial Air Conditioning II Certificate (16 credit hours)
- Commercial Heating II Certificate (16 credit hours)

Morton College

- Autodesk Architectural Revit Certificate (15 credit hours)

Triton College

- HVAC Installation Assistant Certificate (12 credit hours)
- HVAC Installation Technician Certificate (24 credit hours)
- Illinois Aligned Basic Welding Certificate (11 credit hours)

Illinois Community College Board

ICCB ANNUAL JOINT REPORT OF THE ILLINOIS ARTICULATION INITIATIVE

The Illinois Articulation Initiative Act (Public Act 99-636) directs the Illinois Community College Board (ICCB) with the Board of Higher Education (IBHE) to report annually to the General Assembly, the Governor, and the Illinois P-20 Council on the status of the Illinois Articulation Initiative and the implementation of this Act.

This report was informed by data collected by the Illinois Articulation Initiative, Illinois State University, the Illinois Board of Higher Education, and the Illinois Community College Board.



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Subhash Sharma
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Garth Walker
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Jamel Wright
Morton

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Daci Finke
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Magnus Noble
*Nontraditional Student
Board Member*

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Printed on Recycled Paper

December 31, 2024

TO: Governor JB Pritzker
Members of the Illinois General Assembly
P-20 Council Members

FROM: Ginger Ostro, Executive Director

RE: Annual Joint Report of the Illinois Articulation Initiative
(Public Act 99-636)

The Illinois Articulation Initiative Act directs the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) to report annually to the General Assembly, the Governor, and the Illinois P-20 Council on the status of the Illinois Articulation Initiative and the implementation of this Act.

This report was informed by data collected by the Illinois Articulation Initiative, Illinois State University, the Illinois Board of Higher Education, and the Illinois Community College Board.

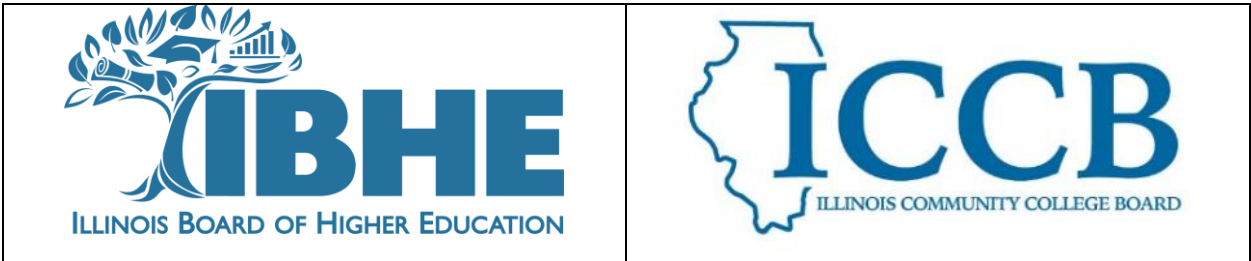
I am pleased to submit to you this report, prepared in collaboration with the ICCB.

CC: Legislative Research Unit
Illinois State Library

Annual Report on the Illinois Articulation Initiative

Fiscal Year 2024

Submitted by





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Sharon Bush, Chicago
Andrea Evans, Chicago
Jennifer Garrison, Vandalia
Veronica Herrero, Chicago
Subhash Sharma, Carbondale
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Executive Summary

As part of the annual review of transfer under the Illinois Articulation Initiative Act, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois Articulation Initiative (IAI) as an entity jointly prepared this report on the state of seamless transfer among and between Illinois' public community colleges, universities, participating private institutions.

In Fiscal Year 2024 (Academic Year 2023-2024) institutions submitted and IAI panels reviewed 1,182 courses across six General Education and 15 Major panels. Of those submitted, over 700 courses received IAI approval for transfer.

Among the 42,345 students (a 10.8 percent increase from FY23) who transferred in Fiscal Year 2024, more than 9,441 students completed an IAI-approved General Education Core Curriculum (GECC) credential, indicating that those students completed their lower-division general education coursework and would be automatically granted "junior" status at the IAI-participating four-year institution that receives them as a transfer student.

Faculty and institution participation remained high in Fiscal Year 2024: 168 faculty from public four-year institutions, 158 faculty from public two-year institutions, and 26 faculty from private institutions participated in the 6 General Education and 15 Major panels. Meanwhile, 48 public community colleges, 12 public universities, and 9 private institutions submit courses to IAI for approval as transfer courses and received IAI-approved courses while, 38 private institutions receive IAI-approved courses for transfer.

As a matter of evaluation, the Boards look at the number of courses submitted and reviewed by panels, faculty and institutional participation, and overall administration of the IAI. IBHE and ICCB staff serve as GECC and Major panel managers, provide policy guidance, and serve as external communication services. The Boards and IAI meet annually to discuss and evaluate the work of the previous year, collaborate on developing and implementing IAI policies and procedures, and recruit faculty.

This report serves as the required IAI annual report to the General Assembly under the Illinois Articulation Act.¹

¹ P.A. 103-469, eff. 1-1-24

GECC Package at Public Institutions

The IAI GECC package (IAI GECC Credential) consists of 37–41 semester credit hours in communications, humanities and fine arts, social and behavioral sciences, life and physical sciences, and mathematics. It is in place for all 12 public universities and 48 community colleges. All colleges and universities participating in IAI agree to accept a completed IAI GECC package in lieu of their own comparable lower-division general education requirements. The IAI GECC package is credentialed on students' community college transcripts when transferring the completed package to another Illinois institution.

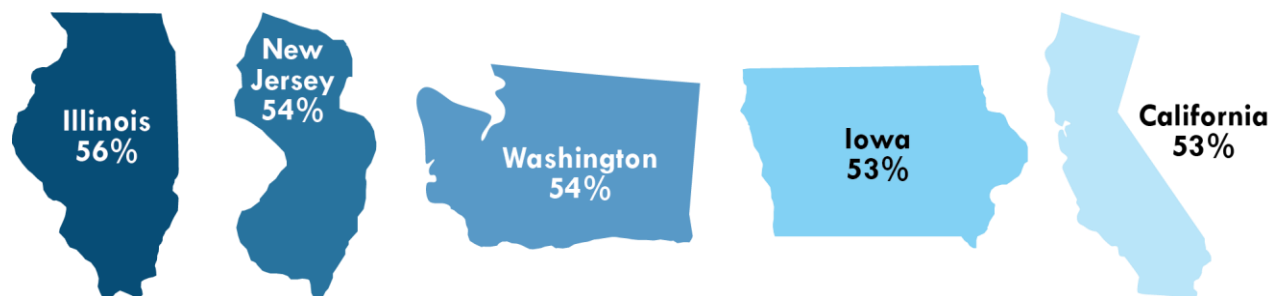
Students who complete the IAI GECC package at a community college can transfer the package as a credential, which is guaranteed to be accepted by all IAI-participating institutions and, with some exceptions, fulfills the accepting institution's general education requirements (Section 20(b) of the 110 ILCS 152 or Illinois Articulation Initiative Act). Students pursuing an Associate of Science degree do not complete the IAI GECC package until they transfer to a four-year university due to the additional math and/or science courses necessary to be on track for junior standing status in a STEM major. However, once the additional Humanities & Fine Arts and Social & Behavioral Sciences courses are completed at the receiving four-year institution, students can reverse-transfer (See original report on superscript) their completed lower-division coursework to the sending community college if the student wishes to get the GECC Package credential transcript.

In Fiscal Year 2024, more than 9,441² students completed a GECC credential from a community college, which enables those students to enter a baccalaureate institution as a junior. Further, granting GECC-credentialed students junior status unlocks upper-division coursework to transfer students, saving them time and money to degree completion.

Success with Transfer

IAI is a model for transfer initiatives in other states, including Indiana, Missouri, and California. In February 2024, the Community College Research Center of Columbia University's Teaching College, the Aspen Institute, and The National Student Clearinghouse Research Center released two reports detailing community college and four-year institutional effectiveness in broadening bachelor's degree attainment³, providing an update to the first-ever state-by-state transfer outcomes disaggregated by student race/ethnicity, neighborhood income, and age. Illinois, once again, emerged as a leader in successful degree completions among transfer students:

The five states with the highest bachelor's completion rates among students who started at a community college (transfer-out⁴) are:

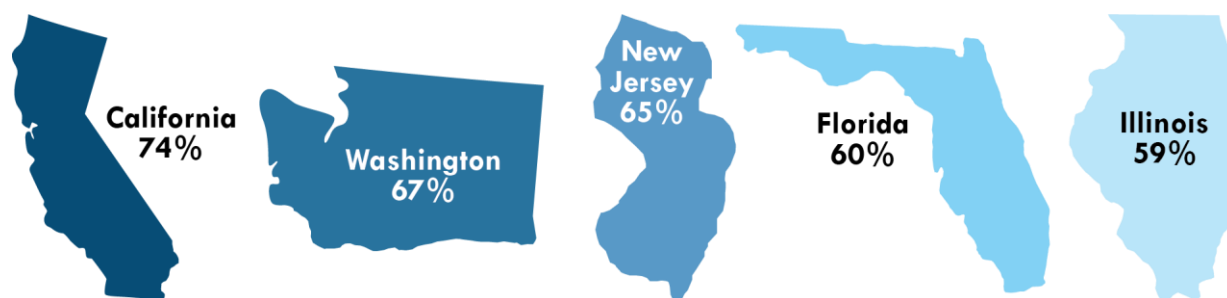


² Considered a preliminary number until the final ICCB Annual Report is published

³ Full report available at Tracking Transfer (<https://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-four-year-institutional-effectiveness.pdf>)

⁴ The Transfer-out bachelor's completion rate is the rate at which transfer students earn a bachelor's degree from any four-year institution within six years of their community college entry.

The five states with the highest bachelor's completion rate among students who transferred-in⁵ to a baccalaureate institution are:



Legislative Updates

Public Acts 103-0469 and 103-1022 (Effective January 1, 2024) were passed to provide clarification to institutions regarding participation (110 ILCS 152/15), transferability (110 ILCS 152/20), and major panels (110 ILCS 152/25). Language was clarified requiring *'all public institutions submit and maintain up to 4 core courses in each of the Illinois Articulation Initiative majors, provided the public institution has equivalent majors and courses.'* Course transferability was updated to require that public institutions *'IAI major courses be transferable as direct course equivalents toward the requirements of the major.'*

Public Act 103-0469 also created the Elementary and Secondary Education major panel. The Elementary and Secondary Education major panel scheduled their first meeting for November 13, 2024. Submission of courses for review is planned to begin with the Spring 2025 panel season.

Institutional Participation

The IAI Act mandates all public two-year and four-year institutions to participate in IAI as Full Participants by submitting and reviewing courses for approval; maintain a complete IAI General Education Core Curriculum package (GECC package; and, if applicable to the institution, maintain up to four major courses approved for transfer (Section reference here). IAI staff conduct an annual audit to ensure public institution compliance with the Act.

As of July 24, 2024, IAI staff completed an extensive audit of course submissions and databases, including newly submitted courses and those due for review under the ongoing five-year course review process. The 2024 audit identified that certain institutions were not fully in compliance with the 110 ILCS 152/15 requirements for participation. Institutional representatives were informed of the statutory requirements and the specific courses necessary to achieve compliance on August 12, 2024.

⁵ The Transfer-in bachelor's completion rate is the percentage of transfer students who complete a bachelor's degree at the receiving four-year institution within four years of transferring-in

IAI Fiscal Year 2024 Quick Facts

Table 1. Quick Facts

| | |
|--|------------|
| Total Number of Institutions | 107 |
| Full Participating Institutions⁶ | 69 |
| Public | 60 |
| Private | 9 |
| Receiving-Only Institutions⁷ | 38 |
| Private | 38 |

Academic Year 2023 Total Transfer Population: 42,345⁸

The charts below, generated from IBHE's Transfer d`, show the total Transfer Population (42,345) as a portion of Total Undergraduate Enrollment (501,045) by gender and race/ethnic. Not included in the chart is ICCB's preliminary number of transfer students earning a GECC package credential, equaling approximately 9,441.

Figure 1. Gender

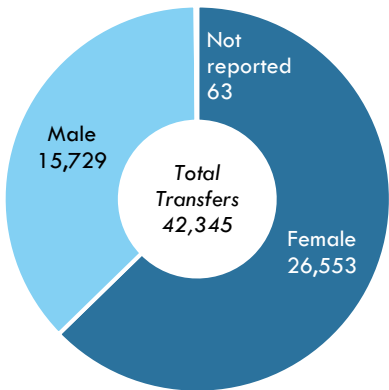


Figure 2. Under Enrollment

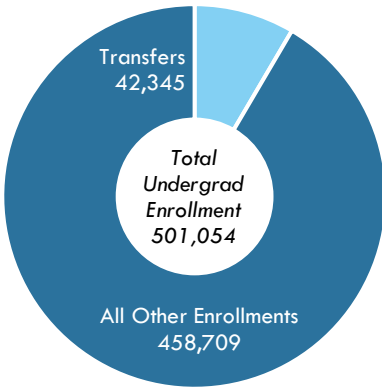
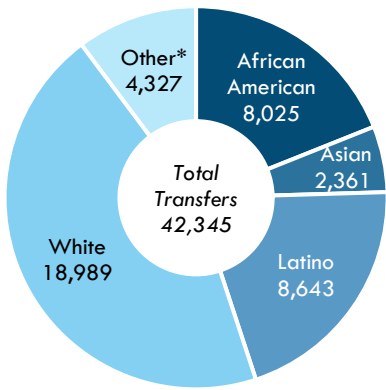


Figure 3. Race and Ethnicity



*The Other category includes: Native American and Alaska Natives, Native Hawaiian and Other Pacific Islander, Multiracial, International, and No Report

The Transfer Student Distribution chart⁹ below, generated from IBHE's Transfer Dashboard, shows the flow of transfer students from the sending institutions to the receiving institutions demonstrating that the majority of the transfer students flow from public community colleges to public universities.

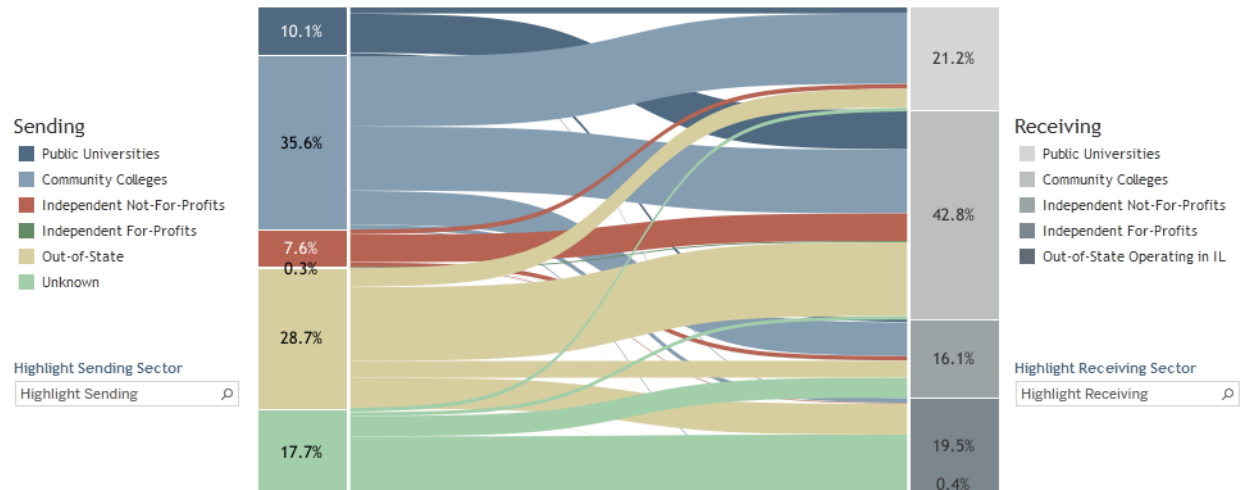
⁶ Full Participation Institutions are required to be accredited by the Higher Learning Commission or other regional accreditor; seek approval for and maintain a full GECC package; agree to accept as meeting all lower-division general education requirements of the institution of a completed GECC package from any other participating institution. Source: Policies and Procedures Manual for the Illinois Articulation Initiative. Illinois Board of Higher Education, Illinois Community College Board: 2020.

⁷ Receiving -Only institutions agree to accept as meeting all lower-division general education requirements of the institution a completed GECC Package from any other participating institution. Institutional reference to IAI must include a receiving-only disclaimer. Receiving institutions will allow transfer-in students with a partially completed GECC package the option of completing the GECC after transfer under certain conditions. Source: Policies and Procedures Manual for the Illinois Articulation Initiative. Illinois Board of Higher Education, Illinois Community College Board: 2020.

⁸ IBHE Information Management and Research: IHEIS Fall Enrollment Collection and Fall Enrollment Survey II; ICCB Centralized Data System – Fall Enrollment

⁹ IBHE Information Management and Research: IHEIS Fall Enrollment Collection and Fall Enrollment Survey II; ICCB Centralized Data System – Fall Enrollment

Figure 4. Distribution of Sending Sector by Receiving Sector



Panel Information

The IAI GECC and Major faculty panels serve as the foundation for IAI course review. Each fully participating institution must provide appropriate and qualified full-time faculty to serve three-year terms on relevant panels. In addition, seats on each panel are reserved for one executive or staff-level institutional representative to provide institutional perspective. There are currently 6 general education (GECC) panels and 15 active major panels in which faculty meet to review new and ongoing courses every spring and fall; only full-participating institutions or institutions working toward becoming full participants submit courses for review.

Faculty Participation in the IAI GECC and Major Panels

Table 2. Faculty Participation

| | |
|-----------------------------|------------|
| Total Faculty | 352 |
| Public Four-Year Faculty | 168 |
| Public Two-Year Faculty | 158 |
| Private Institution Faculty | 26 |

Panel Process

For a course to receive IAI approval, a participating institution must submit a representative course syllabus and other applicable course materials (e.g., sample labs) to the appropriate GECC or Major panel for review. All panels meet in the spring and fall semesters to determine each course's alignment to a panel's course descriptors and approval criteria. The iManage system and the iTransfer database are the IAI's formal database and information repository, respectively, for all course submissions, panel decisions, and faculty and institutional participant access to course submission materials. If a course is approved by a panel, it receives an IAI Code assignment communicating to students and institutions' registrars that the course has been approved for transfer by the IAI. Students and institutions may access the iTransfer website to determine whether a course at a particular institution has received IAI approval and an associated course code, indicating approval for transfer.

IAI Panel Activity Quick Facts:

Table 3. IAI Panel Quick Facts

| GECC Panels | |
|---|-------|
| Number of GECC Panels | 6 |
| GECC Course Descriptors | 199 |
| Active GECC Courses | 6,333 |
| Major Panels | |
| Number of Major Panels | 16 |
| Major Course Descriptors | 199 |
| Active Major Courses | 2,420 |
| Course Submission | |
| Total Number of Courses Submitted for Fiscal Year 2023 Review | 1,182 |
| Number Approved | 774 |
| Number Sent Back for More Information | 301 |
| Number Returned to Institution Unapproved | 107 |

Along with the IAI, the IBHE and ICCB assist in ensuring institutional participation and adequate course submissions in IAI General Education and Major panels, faculty and institutional representation in the process, and compliance with the Act.

IAI History and Transfer in Illinois

The Illinois Articulation Initiative, created in 1993 as a joint effort between the Illinois Board of Higher Education, the Illinois Community College Board, and transfer coordinators from Illinois colleges and universities, is a mature, coordinated, well-functioning statewide system that serves an average of 44,400¹⁰ transfer students annually over the past five years and includes nearly 110 participating public and private institutions. The IAI was designed to support students who have not necessarily determined the specific major(s) they want to pursue or the particular institution(s) to which they would like to transfer. The need for and importance of “seamless transfer” among and between Illinois’ degree-granting institutions was codified in 2017 by the Illinois General Assembly in the Illinois Articulation Initiative Act (the Act) (110 ILCS 152/1). The Act mandates the IBHE and ICCB to:

(a) . . . co-manage the implementation, oversight, and evaluation of the Illinois Articulation Initiative. . . and (b) The Board of Higher Education and the Illinois Community College Board shall provide a joint report on an annual basis to the General Assembly, the Governor, and the Illinois P-20 Council on the status of the Illinois Articulation Initiative and the implementation of this Act” (Source: P.A. 103-469, eff. 1-1-24)

... and requires all Illinois public community colleges and universities:

to participate in the Illinois Articulation Initiative; maintain a complete GECC package; accept all courses approved for IAI GECC codes for transfer as fulfilling parts of the GECC package; and to

¹⁰ Annually 2019-2023 for undergraduate degree-seeking students only; non-degree-seeking students are not included in transfer data since 2016.

prohibit additional lower-division general education course requirements for students with a complete GECC package (Source: P.A. 103-469, eff. 1-1-24; 103-1022, eff.8-9-24).

The IAI has been administratively housed and supported via State funds at Illinois State University (ISU) since 1997, a pivotal move by the Boards that, because ISU initiated the iTransfer website that year, created a comprehensive transfer system in Illinois and enabled the launch of a fully functioning IAI and GECC Package in 1998. The IAI staff consists of a full-time director, coordinator, and system programmer as well as a part-time technology/programming consultant. IBHE and ICCB staff serve as GECC and Major panel managers and provide policy and other guidance and external communications services.

Faculty from public community colleges and universities and participating private institutions from across the state take responsibility for ensuring that GECC and lower-division major courses meet expected standards of quality and rigor, ensuring that receiving IAI-approved courses meet accepted standards for general education and prepare transfer students for upper-division and major coursework; faculty participation in IAI panels is key to seamless transfer in Illinois and student success. In Fiscal Year 2023, 21 IAI panels comprised of 303 faculty¹¹ reviewed 1,060 courses. IAI maintains more than 8,500 active general education and major courses across 281 course categories. Once approved, courses are reviewed by faculty panels regularly, ensuring that IAI-approved courses remain relevant, adhere to IAI policies, and provide students and institutions with confidence in the integrity of transferred coursework.

Today, Illinois is recognized nationally as a model for transfer student success and now leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges, significantly exceeding the national average. This success comes from a 25-year history of coordinating the transfer needs of an average 42,300 students annually over the past five years through the Illinois Articulation Initiative, which serves students and their families by guaranteeing transferability of approved courses. The IAI serves Illinois' institutions by ensuring approved courses retain integrity, remain relevant and applicable, and provide the appropriate rigor and preparation expected of college-level courses. These dual features of IAI are intentional and vital to seamless transfer and to ensuring student success.

¹¹ Number of faculty varies year to year. ICCB, IBHE, and IAI regularly audit participation to ensure adequate panel staffing.

Illinois Community College Board

DIVERSITY, EQUITY, INCLUSION AND ACCESS (DEIA) PLAN

The Illinois Community College Board submitted its 2nd Diversity, Equity, Inclusion and Access (DEIA) Plan to the Governor's Office on Equity in November 2024, with an effective date of July 1, 2024 through June 30, 2027. The Governor's Office on Equity oversees the process which requires each state agency to submit a plan that ensures a focus on DEIA activities. The plan includes both internal goals for the agency as well as external goals that are pertinent to the community college system. The attached plan includes the goals with associated objectives, estimated time to completion of activities, and output metrics.



DIVERSITY, EQUITY, INCLUSION AND ACCESS PLAN



November 2024

ICCB Board Goals

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 PLAN

The 2nd Diversity, Equity, Inclusion and Access (DEIA) Plan was developed by agency staff and includes both internal and external goals. This plan was submitted in November 2024, with an effective date of July 1, 2024. The plan is consistent with the goals established and reaffirmed by the board and follows the guidance provided by the Governor's Office on Equity.

The Governor's Office on Equity oversees the process and requires each state agency to submit a plan that ensures a focus on DEIA activities. The plan includes both internal goals for the agency as well as external goals that are pertinent to the community college system. This plan submitted in November 2024, includes not only goals but the associated objectives, estimated time to

completion of activities, and output metrics. Periodic reports will be submitted to the Governor's Office on Equity to show progress toward completion of the DEIA Plan goals and objectives.

INTERNAL GOALS:

Goal 1: ICCB will promote cultural awareness to our employees and our board through training, hiring of equity staff, and providing staff with the opportunity to participate in decisions about DEIA efforts.

Objectives:

1. Provide continuous cultural awareness understanding through ongoing employee professional development and training.
 - *Estimated time to completion: 7-18 months*
 - *Output metric: The output metric will include a minimum of two trainings per year.*
2. Restructure the DEIA Committee in order to allow other employees the opportunity to participate in the process. This may include expansion of the committee, including the inclusion of the Human Resources Officer etc., a more structured agenda, guest speakers, and other activities that may enhance the committee goals.
 - *Estimated time to completion: 7-18 months*
 - *Output metric: The output metric is to develop an updated application to allow other employees to participate in the process, and to develop a structured agenda that meets the needs of the committee.*
3. Hire a Director of Equity Initiatives to assist in leading DEIA activities.
 - *Estimated 7-18 months*
 - *Output Metric: The output metric is to work with the Human Resources Officer to develop a position description, advertise the position, and to conduct interviews with those who meet the qualifications.*

Goal 2: Policies and procedures are aligned to new Board goals which reflect a renewed commitment to diversity, equity, inclusion, and access.

Objectives:

1. The Executive committee of the agency will determine the best way in which to align our board goals with the agencies policy and procedures and communicate these recommendations to the agencies DEIA committee.
 - *Estimated time to completion: 7-18 months*
 - *Output metric: The output metric is to place this on the agenda of the executive committee and to document their recommendations and present these to the DEIA committee*
2. The agency DEIA committee will review both internal and external policies and procedures biennially to insure policies reflect DEIA.
 - *Estimated time to completion: 7-18 months*
 - *Output metrics: The output metric will be the review of relevant policies and procedures to ensure an alignment with board goals and also DEIA requirements. This will include documentation of those policies that are reviewed.*

EXTERNAL GOALS:

Goal 1: Expand efforts to assist community colleges in building their Equity Plans.

Objectives:

1. Develop a rubric to review the equity plans.
 - *Estimated time to completion: 6 months*
 - *Output Metric: The output metric will be the development of the rubric and review the equity plans.*
2. Review Equity Plans and provide a summary to each community college.
 - *Estimated time to completion: 7-18 months*
 - *Output metric: The output metric will be to review and evaluate the equity plans as well as provide a summary to each college.*
3. Promote best practices throughout the state that encourage access and equity through professional development and training, including data tools, success models, planning tools, etc.
 - *Estimated time to completion: 19-24 months*
 - *Output metric: The output metric will be to summarize the information on best practices from the college equity plans and engage colleges in discussions. This will all be provided through training to expand the college's understanding of building a successful equity plan.*

Goal 2: Expand the Workforce Equity Initiative (WEI) program by focusing on recruitment, best practices, and labor market information.

Objectives:

1. Determine best practices of community colleges in all areas of WEI programming.
 - *Estimated time to completion: 2 to 3 years*
 - *Output metric: Examine data from participating WEI community college applications and hold group discussions the address best practices and allow those colleges to share with others. This will be determined over time in order to get accurate information during the implementation of their initiative.*
2. Determine effective strategies to recruit the target population.
 - *Estimated time to completion: 7-18 months*
 - *Output metric: The output metric is to determine effective strategies through staff interventions with WEI colleges, review of applications, and to conduct surveys to determine the college's practices in recruiting the targeted population including using labor market information to attract the targeted population to jobs that pay 30% above the regional living wage.*

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** 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.