

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2014 through 2018 include the following categories: Academic, Student Services, Academic Support, Finance, Facilities, and Institutional Research and Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2018, Joliet Junior College and Kankakee Community College both underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and college finance site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluations, 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:

Joliet Junior College
Kankakee Community College



RECOGNITION REPORT
FOR
JOLIET JUNIOR COLLEGE

A large, stylized graphic of a blue and grey envelope or folder, partially open, with the date 'March 15, 2019' written on the right flap.

March 15, 2019

Illinois Community College Board

DRAFT RECOGNITION REPORT
FOR
JOLIET JUNIOR COLLEGE
March 15, 2019

INTRODUCTION

During fiscal year 2018, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Joliet Junior College. Due to the low number and type of compliance findings in this report, the ICCB staff recommend that the ICCB issue a finding of *Recognition Continued* to Joliet Junior 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 Illinois Community College Board. 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

INSTRUCTION

1. Degrees and Certificates

A comparison between Joliet Junior College's college 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 ICCB Administrative Rule [23 Ill. Adm. 1501.302].

The following discrepancies between the college catalog and the ICCB Curriculum Master File were identified:

- Law Enforcement AAS degree is 67ch in the catalog (page 116), 62ch on the ICCB Curriculum Master file.
- Graphic Design AAS degree is 62ch in the catalog (page 106), 60ch on the ICCB Curriculum Master file.
- Graphic Design Certificate is 35ch in the catalog (page 106), 30ch on the ICCB Curriculum Master file.

The changes were submitted with an effective date of July 26, 2019, and will be reflected in the 2019-2020 catalog.

Compliance Recommendation: None

2. Articulation

Joliet Junior College offers an Associate in Arts (A.A.), an Associate in Science (A.S.), and an 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 13s or documentation from Transferology indicating a current articulation match.

According to the requisite recognition standard, the college provided documentation of articulation for 18 of the 20 Baccalaureate/transfer courses requested. Two were in process for withdrawal by the college and were approved in October 2018.

Compliance Recommendations: None

3. Academic Control

All new programs, as well as dual credit courses, are developed according to college policy that requires review and oversight of units of instruction to be evaluated by college staff. All courses and programs are reviewed by the Curriculum Committee and

recommendations are sent to the vice president of academic affairs. Additionally, the Program Improvement Committee facilitates a model of continuous quality improvement by engaging in a comprehensive annual review of all programs and those scheduled for the five-year ICCB program review.

Compliance Recommendation: None

4. Curriculum

A comparison between Joliet Junior College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in 23 Ill. Adm. Code 1501.302, all career and technical education (CTE) degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

The college documented 16 CTE programs with National and/or State accreditation. Furthermore, multiple CTE programs offer stackable credentials, from short-term and advanced certificates, to an A.A.S. , many of which lead to industry-recognized credentials. The college also documented the existence of articulation agreements with several university partners allowing students to enter baccalaureate programs throughout the state after completing their A.A.S..

No discrepancies between the college catalog and the ICCB Curriculum Master File were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Joliet Junior College's recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rules [23 Ill. Adm. Code 1501.507(b)(11)]: 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 CTE (1.2 PCS) courses for review; 50 from fiscal year 2016 and 50 from fiscal year 2017. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant prerequisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2016 and 2017, including their credentials.

Part A: State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures and academic standards at Joliet Junior College. These apply to students as well as instructors and staff associated with dual credit courses at the college.

Part B: Instructors.

During fiscal years 2016 and 2017, it was reported that 60 instructors taught transfer-level (1.1) dual credit courses. From this review, it was reported that seven instructors did not meet the appropriate credentials and minimum standards set by ICCB Administrative Rule. It was also reported that 64 instructors taught career and technical education (1.2) dual credit courses during fiscal years 2016 and 2017. Of these instructors, five did not meet the minimum qualifications. Additionally, it was recorded that occupational hours were not documented for several instructors. Per the ICCB Administrative Rules, CTE instructors must have completed at least 2,000 work hours in the field, and all credentials and work experience must be properly documented.

Part C: Qualification of Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, no significant issues related to student qualifications were found; however, it was indicated that the prerequisites or placement procedures were waived for five students in total in fiscal years 2016 and 2017. The college should ensure that all institutional policies are followed and reflect processes such as the placement of dual credit students.

Part D: Course Offerings.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings.

Part E: Course Requirements.

The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses were consistent with the courses offered on campus and at other off-campus sites.

Compliance Recommendations: In order to be in compliance with 23 Ill. Adm. Code 1501.507(b)(11), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. Depending upon the specific course(s), the Dual Credit Quality Act (110 ILCS 27) may affect these qualification standards beginning January 1, 2019.

College Response: JJC reviewed and revised its credentialing process in FY18 to ensure all faculty, including dual credit are credentialed as required by ICCB. JJC has removed unqualified individuals. A few were placed on professional development plans which are monitored by department chairs and respective academic deans to ensure timely completion or termination of service. New hires always have the required credentials

For the seven PCS 1.1 dual credit instructors identified by ICCB, one has not taught since fall2017. The other six have the required graduate hours but JJC neglected to report the number of hours on the initial submission. A spreadsheet with information for each

individual and his/her transcripts is attached as evidence of compliance.

For the five PCS 1.2 dual credit instructors identified, three are no longer teaching – one since spring 2016 and the other two since spring 2017. The other two instructors were credentialed based on relevant and substantial undergraduate and graduate transcript credit. A spreadsheet with information for each individual and his/her transcripts is attached as evidence of compliance.

6. Assessment Plans

Joliet Junior College has a systematic, districtwide approach to the assessment of student learning. The college is committed to regular assessment of student learning outcomes. Faculty report assessment of program learning outcomes and performance measures in the Annual Program Update and Program Reviews. Administration at the college uses the Program Update and Program Reviews to make informed decisions and identify priorities.

Assessment efforts at Joliet Junior College in recent years have included the creation of a faculty-led assessment team and two assessment related faculty coordinator positions. Additionally, the college revised a cycle of data collection for its General Education Student Learning Outcomes.

Placement policies and procedures are reviewed annually. Through the annual review, the college found that the current placement strategy needed to be improved. The vice president for academic affairs has convened a task force consisting of faculty, staff, and high school partners to devise a new Comprehensive Placement Policy.

Compliance Recommendation: None.

7. Student Evaluation

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

Compliance Recommendation: None.

Advisory Recommendation: Joliet Junior College stated that there is no formal final exam policy, but rather final exam guidelines. The ICCB recommends instituting a formal board approved policy regarding final examinations.

College Response: The vice president of academic affairs working with the academic deans of Joliet Junior College will draft a final exam policy and will seek board of trustees' approval prior to the 2019-2020 academic year.

8. Faculty Qualifications/Polices

Joliet Junior College reported that 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. According

to the requisite recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. Information regarding full- and part-time faculty who taught in the academic years 2015-2016 and 2016-2017, was also requested by the ICCB. Review of the faculty transcripts provided by the college showed that six faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses.

The college showed that it supports faculty professional development. The Faculty Development Committee intends to support and strengthen the overall quality of teaching so that faculty may better serve students and the community.

Compliance Recommendation: In order to be in compliance with 23 Ill. Adm. Code 1501.303(f), Joliet Junior College must ensure that 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 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: As described in 1.5, JJC reviewed and revised its credentialing process to ensure all faculty have the required credentials. For the six faculty members identified, five do have the required coursework but transcripts were not in evidence. A spreadsheet with relevant information and transcripts is attached as evidence of compliance.

The College agrees the Conversational Japanese III course did not have a qualified faculty member. JJC re-articulated the course in the fall and it is a direct equivalent to courses at ISU, WIU and SIUC. JJC will determine if it will continue to offer the course. Until a qualified instructor can be found the course will not be offered.

Advisory Recommendation: In order to ensure faculty can receive professional development such as hands-on technology, creating accessible instructional materials, and pedagogy, the college should review and consider best practices from other colleges (e.g., a staff faculty development center, etc.).

College Response: In the fall 2018, Joliet Junior College opened the Center for Excellence at Main Campus. The Center was established as a best-practice department within Academic Affairs for professional development of faculty and staff. Faculty can access instructional materials, attend workshops, engage with peers on leading topics in

community college teaching and learning.

9. Cooperative Agreements and Contracts

As part of Joliet Junior College's recognition review of cooperative agreements, the following items were reviewed: the college's self-assessment and accompanying documentation and agreements and/or contracts with colleges. Joliet Junior College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state.

Compliance Recommendation: None.

Advisory Recommendations: Pursuant to article 19 of the CAREER Agreement, of which Joliet Junior College is a part, colleges sending students to receiving colleges will not pay chargebacks. Moving forward, Joliet Junior College should not collect chargebacks for any student who utilizes the CAREER Agreement.

Joliet Junior College's Board policy 3.3.3, Partial Tuition Support item A. states that,

“If a student wishes to take a curriculum of studies not offered in the home community college district, but offered in another public Illinois community college district, the home community college district will pay the non-resident portion of the tuition while he/she is enrolled in such a program.”

The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, Joliet Junior College should discontinue this practice for any student who utilizes the CAREER Agreement.

College Response: As a participating college in the CAREER Agreement, Joliet Junior College no longer collects chargebacks from peer Illinois community colleges. JJC board policy 3.3.3 has been identified as no longer relevant by the academic affairs division of the College and will be presented to the Joliet Junior College board of trustees in the spring 2019 semester for deletion.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. The Joliet Junior College 2018-2019 Academic Calendar includes 16 weeks with at least 75 full days of instruction for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule [23 Ill. Adm. Code 1501.303 (e)].

Compliance Recommendation: None.

Advisory Recommendation: The college is advised to create an academic continuity plan and incorporate it into the appropriate policies and procedures, so that if an emergency

such as a fire, flood, or strike makes it necessary for the college to shorten one of its academic terms, the college can demonstrate to ICCB that strategies are in place for meeting these closures or cancellations in a way that maintains the required contact hours, per 23 Ill. Adm. Code 1501.309(b).

College Response: The college currently includes one final exam make-up day in academic calendars and understands the importance of a more comprehensive academic continuity plan. The College will undertake development of the plan and associated policy and procedures during fiscal year 2020.

11. Program Review/Results

After reviewing Joliet Junior College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, collegewide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college included student and academic support services and administrative functions in their annual review cycle. Through the review, it was evident that Joliet Junior College utilizes the program review process in its strategic planning and program improvement efforts. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

While there was stakeholder engagement, expansion of external stakeholder engagement, including business and industry partners, in the program review process is recommended to help advise the college on the development, implementation, and evaluation of relevant programming. Joliet Junior College should follow any identified action steps and continue to review and utilize the recommendations and feedback given by the ICCB.

Compliance Recommendation: None.

STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

Joliet Junior College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Campus advising hours are from 8:00 a.m. – 4:30 p.m. with walk-in appointments available. Academic advising is available to all students through a variety of options, including through the Counseling Department, online and face-to-face New Student Orientation, TRIO programs, Office of Multicultural Affairs, online advising through Ask a Counselor, and through one of the 40 faculty advisors. Students are not assigned to a specific advisor.

Joliet Junior College is in the third year of a multi-year Title III: Pathway to Success grant. The college plans to implement academic pathways, an organized advising system, and wrap-around support services.

Compliance Recommendation: None.

Advisory Recommendations: According to college staff, Joliet Junior College currently does not offer appointments outside of normal business hours or weekends. The college should continue to evaluate their current practices to ensure services are available at hours/days convenient for all students, including evenings and weekends.

College Response: Joliet Junior College will continue to evaluate the current practices of the advising role and function to ensure that services are available to all students of the College.

Part B: Financial Aid

The college's financial aid program provides students with information about and access to available financial support. Joliet Junior College's financial aid services are provided in a manner convenient to students. The Enrollment Center and Office of Financial Aid at the main campus operate from 8:00 a.m. – 6:00 p.m. Monday through Thursday, and 8:00 a.m. - 4:30 p.m. on Friday. Additionally, staff are available at the remote campuses of Romeoville and City Center, and an online financial aid self-service portal is available 24 hours a day, seven days a week. The self-service portal is available from the college's website or the "My JJC" portal. Through the portal, students have the ability to review required documents and financial aid packages, accept or decline aid, request additional aid, make student payments, and communicate with the Office of Financial Aid.

The college has a full-time coordinator of Veterans Services who oversees the benefits program and the veterans resource center. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support, internship assistance, job search support, and educational planning. The college also provides virtual advising to ensure community and distant students have access to job placement and other career support. The Center frequently hosts career exploration fairs, workshops and programs. Career exploration services include appointments with assessment, career counseling, virtual career counseling, and job shadowing services. Students and employment recruiters complete evaluations after every event.

The Career Services Center documented a four percent increase in job placement services over the 2015-2016 academic year and a 31 percent increase in their internship placement during the 2016-2017 academic year.

Compliance Recommendation: None.

Part D: Support Services

In addition to academic advising, transfer, and career services, the college provides support services to students through various offices that include Disability Services, Office of Multicultural Student Affairs, Student Life, TRIO, Academic Skills Center and veteran's

services.

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

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

The Academic Skills Center coordinates opportunities off-campus, on-campus, and online with high school partners through an online testing form used by local high school districts to request free placement testing at their locations. Students also may request "remote testing" where they can complete non-Joliet Junior College placement testing at the college, or may complete college testing at a non-Joliet Junior College testing location.

Compliance Recommendation: None.

FINANCE/FACILITIES

1. Credit Hour Claim Verification

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

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

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. All instructors for SU courses were funded with more than 50 percent from unrestricted funds and were submitted accurately.

Compliance Recommendation: None

Student Residency

Based on the review of residency records, Joliet properly makes a distinction between the

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Planning

The vice president of administrative services, controller, assistant controller, manager of budget and risk, and director of facility services oversee the financial planning process which includes audits, board documents, financial records, the annual budget and projections, the strategic plan, and the college's Master Plan.

Annually, beginning in October, the college updates its Financial Plan. After input is received from the President's Cabinet, a preliminary plan is presented at a Board retreat. Once the Board has made changes and given their approval, the Financial Plan is adjusted as financial inputs become known. By mid-January, the Consumer Price Index for the year is received to finalize the tax levy projections and enrollment for the spring semester becomes a solid number. Then, at the Board's January workshop, the Financial Plan, any new initiatives, and a timeline for approving the upcoming budget are presented. Major requests for funding are compiled in the controller's office and then presented to the Cabinet for funding determinations. As decisions are made, the numbers are updated to determine if the budget is balanced.

Compliance Recommendation: None.

3. Financial Compliance

Part A: Annual External Audit

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

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects

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

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects

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

Compliance Recommendation: None.

Part C: Facilities Data Submissions

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

Based on ICCB staff review of the facilities data submissions, the fiscal year 2013 through fiscal year 2017 submissions were generally made in a timely or accurate manner. During ICCB's review of the F3, F6, B3, & R3 records submitted, no errors appeared on the June 30th edit reports, which is an indication that the college's submission was accurate.

Compliance Recommendation: None.

Square Footage of Planned Construction and Owned Land

The fiscal years 2013 through 2017 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project Status Reports

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

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

The fiscal years 2013 through 2017 submissions were reviewed. All submissions reviewed were submitted by the due date.

Compliance Recommendation: None.

INSTITUTIONAL RESEARCH/REPORTING

1. General Reporting Requirements

The latest five years of ICCB data submissions by Joliet Junior College were reviewed. Generally, this includes fiscal years 2014-2018 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are becoming increasingly important. ICCB staff use these submissions extensively 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 strengthen data submission quality and comprehensiveness.

For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are eleven IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2018 is up to \$55,907 for each violation. The fine changes annually based on an inflation index.

ICCB data also are used in federal Postsecondary Perkins and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Joliet Junior College officials have been successful in meeting federal submission timelines over the past five fiscal years, but they have met ICCB deadlines for only a few submissions. Overall, Joliet Junior College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A. Student Data Reporting

The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been sufficient over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Joliet Junior College's A1 submission met the reporting deadline in none of the past five fiscal years: the fiscal year 2018 submission was finalized one month late, the fiscal year 2017 submission was six weeks late, the fiscal year 2016 and fiscal year 2014 submissions were two months late, and the fiscal year 2015 submission was finalized one and a half months past the reporting deadline. The submissions took between six and sixteen submissions to finalize.

Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of

records with unknown Entry Intent and Current Intent ranged from 13 percent to 29 percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged from seven percent to 11 percent across the five years studied. High School Rank averaged about fifty-five percent across fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the Annual Student Identification (ID) submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in none of the five fiscal years reviewed; the submissions were finalized between two and a half weeks and two months past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Joliet Junior College met the reporting deadline in none of the four years reviewed; the submissions were finalized between ten days and six weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to eight and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity has been excellent with less than four percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Joliet Junior College met the reporting deadline in none of the three years reviewed; the submissions were finalized between two months and four and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Joliet Junior College met the reporting deadline in none of the five years reviewed; the submissions were finalized between five and a half weeks and six months past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six. The final AC submissions did not contain any critical errors in five of the five years reviewed. The AC data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in none of the past five years. The fiscal year 2018 and the fiscal year 2015 submissions were finalized nearly two months late, the fiscal year 2017 submission was eleven days late, the fiscal year 2016 submission was three and a half months late, and the fiscal year 2014 submission was finalized five months past the reporting deadline. The number of submissions needed to finalize the data ranged from four to six during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Joliet Junior College met the reporting deadline for the Fall Enrollment Survey in none of the five years

reviewed. The fiscal year 2018 submission was finalized four days late, the fiscal year 2017 and fiscal year 2015 submissions were nine days late, the fiscal year 2016 submission was fifteen days late, and the fiscal year 2014 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed; there was a small discrepancy with the fiscal year 2014 submission (one record).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Joliet Junior College data submissions met the reporting deadline in none of the last five fiscal years. The fiscal year 2018 submission was finalized two weeks late, the fiscal year 2017 submission was four and a half months late, the fiscal year 2016 and fiscal year 2014 submissions were nearly two months late, and the fiscal year 2015 submission was finalized nearly six months past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age was excellent in the five years reviewed with less than three percent of records with unknown age in fiscal year 2018 and no records or nearly zero percent of records having unknown age in fiscal year 2017 through fiscal year 2014. The proportion of records with unknown Race/Ethnicity was less than ten across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about sixty percent in each of the three years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in none of the past five fiscal years; the submissions were finalized between one week and five 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 three of the past five fiscal years; the fiscal year 2015 submission was finalized two days late, and the fiscal year 2014 submission was finalized one day past the reporting deadline. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in none of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in none of the three submissions reviewed.

Part B. Faculty/Staff Data Submissions

The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in none of the past five fiscal years; the submissions were finalized between seven weeks and five months past the reporting deadline. The number of submissions required to finalize these data ranged from four to nine.

The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in none of the three years reviewed. The fiscal year 2016 submission was finalized nearly four months late, the fiscal year 2015 submission was nearly five months late, and the fiscal

year 2014 submission was finalized nearly six months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in one of the past five fiscal years. The fiscal year 2017 and fiscal year 2014 submissions were about two months late, the fiscal year 2016 submission was three months late, and the fiscal year 2015 submission was finalized five and a half months past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Joliet Junior College met the submission deadline in none of the past five years reviewed. The submissions were finalized between nine and fifteen days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to seven. The Annual Faculty, Staff, and Salary (C3) submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

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

Part C. Other Submissions

The **Underrepresented Groups Report** was submitted on time in none of the past five fiscal years. The fiscal year 2018 and fiscal year 2014 submissions were about one month late, the fiscal year 2017 submission was two days late, the fiscal year 2016 submission was three days late, and the fiscal year 2015 submission was finalized two months past the reporting deadline. This report is becoming more important as national and state attention is 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 Joliet Junior 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 Identification Submission (ID), the Annual Completions Data (A2), the Annual Course Data (AC), the Fall Term Enrollment Data (E1), the Fall Term Enrollment (Web) Survey, the Noncredit Course Enrollment Data (N1), the Faculty, Staff & Salary Data (C1), the Faculty, Staff & Salary Supplementary Information, the Summer Graduate Reporting

for IPEDS GRS, the Underrepresented Groups Report, and the Annual Faculty, Staff & Salary Data (C3).

College Response: The College's ICCB reports are produced through outdated report programming, which provides incomplete results and therefore requires substantial human intervention to develop the desired product and results in delays and multiple submissions. The College has recently committed to reprogramming the ICCB reports in order to reduce the requirements for human intervention and enable more timely submission.

Joliet Junior College has created a compliance officer position. One function of this new administrator is to establish timelines and project accountability for all programming, collection and submission of data required for annual ICCB, state, and federal reporting requirements. The compliance officer reports directly to the college president and monitors all reporting standards to ensure a timely response.

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

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	07/31/17	11/28/16	09/09/15	01/09/15	09/04/13
# Submissions to Final	5	4	5	3	3
Timeliness	14 days late	136 days late	56 days late	178 days late	51 days late
Duplicated Head Count	4215	4578	4710	4781	6086
Unduplicated Head Count	3915	4304	4449	4554	5407
# Error Codes in Final Submission	1	0	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.59 percent	0.00 percent	0.00 percent	0.02 percent	0.01 percent
% Unknown Age in Final Submission no value or .	2.59 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.02 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	9.06 percent	9.61 percent	8.28 percent	9.56 percent	9.22 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	56.50 percent	61.56 percent	56.06 percent

*Due 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (08/01)*	09/01/17	10/12/16	10/05/15	09/17/14	10/01/13
# Submissions to Final	8	16	8	6	7
Timeliness	31 days late	41 days late	63 days late	47 days late	61 days late

Head Count (total incl. 0 hrs. enroll.)	23275	22062	24058	26173	31301
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	0	1	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	5.99 percent	7.37 percent	14.21 percent
% 0 Cumulative GPA in Final Sub.	10.66 percent	11.72 percent	10.82 percent	11.90 percent	14.25 percent
% 0 Cumulative Hours in Final Sub.	10.61 percent	11.66 percent	10.77 percent	11.87 percent	14.16 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	28.26 percent	28.68 percent	27.80 percent	26.21 percent	27.25 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	12.94 percent	12.72 percent	14.94 percent	15.73 percent	19.46 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	6.69 percent	7.73 percent	7.45 percent	8.55 percent	11.09 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	51.77 percent	54.67 percent	60.98 percent

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

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)**	09/11/17	10/07/16	10/12/15	10/02/14	N/A*
# Submissions to Final	8	3	6	5	N/A*
Timeliness	10 days late	22 days late	41 days late	30 days late	N/A*
Record Count (duplicate completions)	3491	2472	2617	2493	N/A*

Total Number of Completions from A1	3270	2297	2617	2420	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	0	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final unknown	2.52 percent	3.92 percent	2.03 percent	2.09 percent	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)*	09/18/17	10/05/16	10/23/15	11/06/14	10/23/13
# Submissions to Final	2	2	3	2	2
Timeliness – Data Due	17 days late	20 days late	52 days late	65 days late	50 days late
Head Count in Final Submission	23275	22062	24058	26173	31301
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	11/03/15	12/18/14	01/17/14
# Submissions to Final	N/C*	N/C*	2	1	1
Timeliness – Data Due	N/C*	N/C*	63 days late	107 days late	136 days late
Head Count in Final Submission	N/C*	N/C*	808	778	644

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

*The SD submission was eliminated in FY17

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

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	11/22/17	10/31/16	03/02/16	04/22/15	02/18/14
# Submissions to Final	6	3	4	6	5
Timeliness	82 days late	39 days late	183 days late	156 days late	95 days late
# 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	7.51 percent	5.66 percent	7.89 percent	7.51 percent	13.33 percent
% Remedial (PCS 14) in Final	9.12 percent	9.67 percent	9.96 percent	14.47 percent	9.79 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	11/21/17	10/28/16	01/12/16	11/26/14	03/04/14
# Submissions to Final	4	6	6	6	6
Timeliness	50 days late	11 days late	103 days late	56 days late	154 days late
Head Count in Final Submission	14,910	15,383	14,944	15,776	16,869
Discrepancy between E1 & Survey	0	0	0	0	-1
# Error Codes in Final Submission	2	1	1	1	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.12 percent	0.01 percent	0.08 percent	0.14 percent	4.75 percent

Current Intent Coverage in Final Sub % coded as unknown	9.82 percent	9.99 percent	9.67 percent	10.92 percent	11.58 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	100.00 percent	100.00 percent	100.00 percent	100.00 percent	100.00 percent

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/01)*	10/06/17	10/12/16	10/16/15	10/10/14	10/03/13
Timeliness	4 days late	9 days late	15 days late	9 days late	2 days late
Head Count	14,910	15,383	14,944	15,776	16,870
Discrepancy between E1 & Survey	0	0	0	0	+1

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	12/08/17	12/15/16	01/25/16	03/11/15	12/13/13
# Submissions to Final	4	5	5	9	4
Timeliness	53 days late	50 days late	102 days late	147 days late	59 days late
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	9.28 percent	12.98 percent	12.00 percent	11.02 percent	9.81 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	02/02/16	03/11/15	04/02/14
# Submissions to Final	N/C*	N/C*	2	5	4

Timeliness	N/C*	N/C*	110 days late	147 days late	169 days late
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* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	01/03/17	01/15/16	03/27/15	12/16/13
# Submissions to Final	1	1	1	1	1
Timeliness	on time	56 days late	92 days late	163 days late	62 days late

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	11/09/17	11/16/16	12/09/15	12/10/14	12/09/13
Timeliness	8 days late	15 days late	37 days late	37 days late	7 days late

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (02/15)*	02/06/18	02/13/17	02/10/16	02/19/15	02/18/14
Timeliness	on time	on time	on time	2 days late	1 day late

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

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

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	02/14/17	01/15/16	01/30/15	02/24/14
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

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

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/18/18	02/14/17	01/15/16	01/30/15	02/24/14
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/18/18	02/14/17	01/15/16	01/30/15	02/24/14
Timeliness	on time	on time	on time	on time	on time

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

Underrepresented Groups Report

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	03/20/18	02/10/17	03/14/16	04/07/15	03/21/14
Timeliness	32 days late	2 days late	3 days late	64 days late	28 days late

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	08/18/16	09/02/15	06/05/14
# Submissions to Final	N/C*	N/C*	1	2	1

Timeliness	N/C*	N/C*	79 days late	93 days late	6 days late
# Error Codes in Final Submission	N/C*	N/C*	0	0	2
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	2.43 percent
Response Rate (PBIS)	N/C*	N/C*	18.27 percent	26.67 percent	29.79 percent
Met Minimum Response Rate***	N/C*	N/C*	No	No	No

*The FS submission was eliminated in FY 17

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

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

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/26/18	06/26/17	06/28/16	06/30/15	06/25/14
# Submissions to Final	3	6	7	6	4
Timeliness	11 days late	11 days late	13 days late	15 days late	9 days late
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	1.76 percent	4.09 percent	3.48 percent	3.28 percent	3.41 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	8.71 percent	9.40 percent	9.34 percent	10.24 percent	11.25 percent

*Due 06/16 in FY 14



RECOGNITION REPORT
FOR
KANKAKEE COMMUNITY
COLLEGE

March 15, 2019

Illinois Community College Board

RECOGNITION REPORT
FOR
KANKAKEE COMMUNITY COLLEGE
March 15, 2019

INTRODUCTION

During fiscal year 2018, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Kankakee Community College. Due to the low number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Kankakee Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATIONS RESULTS AND RECOMMENDATIONS

ACADEMIC

1. Degrees and Certificates

A comparison between Kankakee Community College's (KCC) college catalog and the ICCB Curriculum Master File indicates that all degree programs have been approved by ICCB. All certificate programs, with the exception of the below identified 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).

The following programs were listed in the college catalog but not the ICCB Curriculum Master File:

- Early Childhood Education Level Two Transfer Pathway page 62
- Early Childhood Education Level Two Credential Certificate page 63
- Early Childhood Education Level Three Credential Transfer Pathway page 63
- Early Childhood Education Level Three Credential Certificate page 63
- Early Childhood Education Level Three Credential Transfer Pathway page 64
- Early Childhood Education Level Four Credential page 64
- Early Childhood Education Infant Toddler Level Certificate page 64

Compliance Recommendation: None.

Advisory Recommendation: These programs were listed in the college catalog as credentials available through Gateways to Opportunities. While not credentials issued by the college, the listing of each curricula with corresponding credit course sequences may cause some confusion for KCC students. ICCB Staff has worked with college staff to submit the appropriate program approval requests and all noted programs have since been approved accordingly. The college should revise the information in the college catalog during the next revision. No further action is required.

College Response: The programs listed above were sent for ICCB approval through reasonable and moderate extensions of the Child Development Education Option Advanced Certificate, with the ICCB approval dated September 19, 2019, and the college catalog updated to reflect the new curriculum codes for each credential.

2. Articulation

Kankakee Community College offers an Associate in Arts (A.A.), an Associate in Science (A.S.), an Associate in Engineering Science (A.E.S.), an Associate in Fine Arts (A.F.A.) – Art option, and an Associate in General Studies (A.G.S.). Specific degree requirements

parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

Compliance Recommendations: None.

3. Academic Control

According to Kankakee Community College, all new programs, as well as dual credit courses, are developed according to college policy that requires review and oversight of units of instruction to be evaluated by college staff. The college stated that all courses and programs are reviewed and approved by the Curriculum and Academic Standards (CAS) committee. The CAS committee also establishes admission, course placement, and graduation requirements. The college stated that all of its courses, with a few exceptions listed in Standard 9, are taught by employees of the college. The college stated there is a clear policy in place for evaluation of faculty.

Upon internal review, the college stated that the process for evaluation of adjunct faculty was inconsistent with that of full-time faculty. The college stated that the vice president of instructional and student success will collaborate with Adjunct Faculty Association leadership to develop clear procedures for evaluation of adjunct faculty.

Additionally, in 2015 during internal review, the college found that they did not maintain academic control of a paramedic program offered in cooperation with a local hospital. The college attempted to redesign the program, but was unsuccessful. As a result, the college immediately curtailed the program and terminated the agreement.

Compliance Recommendation: None.

Advisory Recommendation: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.302(a)(2), Kankakee Community College must:

ensure the college maintains full academic control of the unit of instruction. If credit is awarded, the college must design, conduct, and evaluate the units of instruction under the direct and continuous control of the college's established processes for

academic planning and quality.

Moving forward, the ICCB recommends creating a policy and procedure to ensure that all cooperative agreements with outside entities are meeting the academic control requirements prior to establishing the program. This should also be made explicit in any Memorandum of Understanding (MOU) for the program. Additionally, all cooperative agreements must be approved by the ICCB, pursuant to Administrative Rule 23 Ill Adm. Code 1501.307.

College Response: Feedback from the ICCB recognition audit prompted a thorough review of the KCC Board Policy Manual. Results of this review revealed that KCC neglected to reference Board Policy 312.00 when writing to ICCB standard #3: Academic Control. KCC's Board Policy 312.02 addresses "Contracts for Instructional Services" and states that "[w]here credit is to be awarded for such contracted instruction, the requirements and standards of the college and the ICCB will be met by the contracting party." This statement ensures compliance with ICCB Administrative Rule 23 ILL Adm. Code 1501.302(a)(2). Further KCC is considering strengthening the policy statement by making specific reference to the above cited code; however, the College has reservations about this strategy because the policy statement is meant to be inclusive of all of ICCB's administrative rules and such a language revision may connote exclusivity for administrative rule 23. Though noted explicitly in ICCB's audit findings, it is worth noting here again that KCC has in place procedures for regular review of cooperative agreements and contractual arrangements to ensure that the college has approval to enter into these arrangements, that they continue to meet requirements of the administrative rules, and that they are curtailed when we deem the arrangement to be out of compliance.

4. Curriculum

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

The college indicated that ten CTE programs held national accreditation. Furthermore, multiple CTE programs offer stackable credentials, from short-term and advanced certificates to an A.A.S., many of which lead to or incorporate industry-recognized credentials. The college also indicated the existence of articulation agreements with several university partners allowing students to enter baccalaureate programs throughout the state after completing their A.A.S.

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 Kankakee Community College's 2018 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2016 and 50 from fiscal year 2017. 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 2016 and 2017, including their credentials.

Part A: State Laws and Regulations and Accreditation Standards

Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at Kankakee Community College. These apply to students as well as instructors and staff associated with dual credit courses at the college.

Part B: Instructors

During fiscal years 2016 and 2017, it was reported that 16 instructors taught transfer-level (1.1) dual credit courses and 16 instructors taught career and technical education (1.2) dual credit courses. From this review, it was reported that all instructors held the appropriate credentials and met the minimum standard set by the ICCB Administrative Rules 1501.507(b)(11)(B).

Part C: Qualification of Students

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

Part D: Course Offerings

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings.

Part E: Course Requirements

The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendations: None.

6. Assessment Plans

Kankakee Community College has a systematic, districtwide approach to the assessment of student learning and the college is committed to regular assessment of student learning outcomes. The college indicated that academic assessment of student learning is a top priority. Kankakee Community College joined the HLC Assessment Academy and created a curriculum and assessment manager position. Associate deans collaborate with faculty program coordinators to collect and analyze data as part of program review.

The college indicated that the Student Learning Committee is working to change the faculty point of view on assessment of student learning from a required task to a process used to improve programs and learning. The college also noted a need to communicate the results and interpretations of assessment data across the institution

Compliance Recommendation: None.

7. Student Evaluation

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

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

Kankakee Community College reported that 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. According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. Information regarding full- and part-time faculty who taught in the academic years 2015-2016 and 2016-2017, was also requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that three faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses. The college indicated that emergency assignments were made in sociology due to unexpected faculty departures. The emergency sociology faculty assignments were temporary and short term.

In fall of 2015, the vice president of instructional and student success ordered a comprehensive full-time faculty credential audit. By the spring of 2018, the faculty credential audit included all adjunct and dual credit faculty. The college indicated that the audit will be performed annually. In addition to reviewing faculty files, the college shows

that it offers faculty development through the Teaching and Learning Center, and the Faculty Growth Committee coordinates faculty in-service events.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Kankakee Community 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: Of the 3 faculty identified by the ICCB, 2 were in the Humanities and Social Sciences Division, and 1 was in the Math, Science, and Engineering Division. Although their individual names have been removed in this report, the identified course numbers, sent by the ICCB to the college, are listed with the college's response next.

Humanities and Social Sciences:

In Spring 2017, the professor assigned to teach SOCY 2543 "Race and Ethnic Relations" was a result of KCC losing its sole full-time sociology faculty. While the professor holds a PhD in Educational Policy Studies, her dissertation focused on critical cultural studies and social policy, with extensive research on issues of race. In addition, the professor serves as the college's Multicultural Student Services Coordinator. This was a one-time assignment as the college conducted a search for another full-time sociologist. This search was successful, and as of Fall 2017, this class has been taught by a full-time sociology faculty who meets the degree and graduate hours requirements for teaching the course.

Unfortunately, mid-way through Spring 2017, the professor experienced a medical emergency which necessitated her requesting FMLA, and the college needing to find substitutes for all of her classes. As a consequence, another faculty member was assigned to complete the semester as faculty of record for SOCY 2543. Again, this was a one-time emergency assignment. Since Fall 2017, KCC has a full-time sociology faculty who teaches SOCY 2543.

Math, Science and Engineering:

The professor was initially qualified to teach COSC2613: Computer Programming for Science and Engineering based on a review of her doctoral dissertation that provided extensive examples of code she wrote while completing her degree in computational chemistry. The professor will not be teaching this course moving forward; KCC is actively searching for a qualified computer scientist to instruct future sections.

9. Cooperative Agreements and Contracts

As part of Kankakee Community College's recognition review of cooperative agreements, the following items were reviewed: the college's self-assessment including accompanying documentation, a list of all current cooperative agreements including enactment dates, most recent revisions or amendments, other institutions entered into the agreement or contract, and the purpose. Kankakee Community College participates in the CAREER agreement which has been approved by the ICCB. Kankakee Community College also partners with the University of Illinois, Olivet Nazarene, and Elite Flight Training and Aircraft Management LLC.

Compliance Recommendations: None.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. Kankakee Community College's Academic Calendar includes at least 16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to ICCB Administrative Rules, Section 1501.303. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster), the district has developed Academic Continuity Procedures within their Campus Emergency Response Plan.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Kankakee Community College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, collegewide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college also included student and academic support services and administrative functions in their review cycle. Strengthening services for students, monitoring programs for student satisfaction, and incorporating changes into curricula also improved quality standards. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified. Kankakee Community College should follow any identified action steps and continue to review and utilize the recommendations and

feedback given by the ICCB.

Compliance Recommendation: None.

STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

Kankakee Community College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Campus advising hours are from 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. - 5:00 p.m. on Friday. According to administration, advisors frequently work with students to accommodate appointments that are needed with an advisor after 6 p.m.; this scheduling is made on an individual basis between advisors and students. Additionally, the college offers extended hours during the week leading up to the first week of each semester and throughout the first week of the semester. These extended hours include the Saturday before the semester begins.

Core advisors are trained to specialize in a particular program. The college offers two transfer advisors, two health career advisors, and 1.25 advisors for other occupational curricula and undecided students. In addition to regular advising duties, advisors also work closely with the instructional associate deans to develop course schedules that help promote student success.

Compliance Recommendation: None.

Advisory Recommendations: The college works to have an effective advising model in place. However, when contacted by ICCB, staff answering the phone in the advising department did not relay that students may access later hours by appointment. Staff indicated that the hours that are posted are the hours that they follow. Anything outside of that is the student's responsibility. The ICCB recommends faculty and staff be made aware of the hours and procedures when handling a request outside of the normal hours.

College Response: The advising staff makes every attempt accommodate students as needed by adjusting their normal 8-hour work day, on a case-by-case situation. For instance, if an advisor is scheduled to work until 4:30pm but a student cannot meet until 5pm, the advisor will adjust their schedule to help accommodate that student's schedule. However, advisors do not meet with students outside of the posted office hours of Monday-Thursday 8am-6pm and Friday 8am-5pm. Meeting with students outside of these hours pose various scheduling concerns with other offices on campus, as well as advisor/student safety. Knowing that our students have a variety of situations that may inhibit their ability to meet with an advisor during the posted hours, we offer extended hours during peak-registration periods, including Saturdays.

In order to alleviate any confusion regarding these scheduling accommodations, the advising team will communicate the hours of operations to all Student Services Department staff through an email as well as at our quarterly the divisional meeting. We will also inform the Kankakee Community College community, including faculty, staff, and students, through the portal. For our community constituents, we will post this information on the college's webpage.

Part B: Financial Aid

The financial aid program provides students with information about and access to available financial support. The office hours are listed as 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. – 5:00 p.m. Friday with appointments available. Kankakee Community College's new Financial Aid Self-Service module has all the financial aid details a student needs at any time including FAFSA status, next steps/processes, forms, links and download capability, and award information. Students also receive information regarding the application process for private scholarships and contact information for other institutional and private assistance programs. To keep the self-service model current and informative during the upcoming year the department plans to upload the loan application and respective status to provide the same level of information and access given for FAFSA applicants.

The college has a full-time coordinator of Veterans Services who oversees the benefits program and the new Veterans Resource Center. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns. The coordinator consults with members of the Veterans Association club and faculty sponsors to ensure services and resources are responsive to their needs.

Compliance Recommendation: None.

Part C: Placement

Collaboration with faculty has increased exposure to the Career Services Center. The college recently hired a new coordinator for the Career Services Center; placement assistance is a new responsibility assigned to this position. The college has also increased outreach efforts to alumni via College Central. Instructors teaching a Business Communications course, CNA course, and courses in the Paralegal program have implemented a career component into the curriculum. Students must complete at least one or more of the following: mock interview, job shadowing, or resume writing. These faculty also invite Career Services Center staff to conduct employability skills presentations in the classroom. Pre-employment skills training is also presented to students enrolled in Law Enforcement.

The college acknowledged the need to improve processes in this area. Within their report they outlined several action steps to bring more awareness and utilization from the Career

Services Center and relayed action steps, include continuing working with participating faculty to create additional initiatives, to involve students and staff in career planning and placement assistance. New forms will be created to keep track of students and employers utilizing services. The graduate follow-up survey will be reviewed for revisions and a formal analysis of the results will be done. All forms will be entered into an Access database.

Compliance Recommendation: None.

Part D: Support Services

Kankakee Community College provides support services to students through various offices which include the offices of Disability Services, Student Life, TRiO, and veteran's services.

Through the Office of Disability Services, accommodations are determined on a case-by-case basis. The student's interview, questionnaire process, supporting documentation, and essential elements of a course or program are considered when services are determined. To ensure one-on-one faculty support is provided throughout the semester, the coordinator is available to all faculty throughout the year and works with faculty to ensure accommodations are appropriate for specific coursework and are providing equal access.

In August 2016, the Embracing Diversity Committee was formed as part of continuous quality efforts at the college. The project officially ended in May 2018, however it had enough impact that it was decided the committee should continue its work. Presently, Embracing Diversity is one of five committee options given to college employees.

Compliance Recommendation: None.

FINANCE/FACILITIES

1. Credit Hour Claim Verification

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

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

residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The district had a small percentage of courses (Corporate Education Courses) that did not comply with 110 ILCS 805/2-16.02 which states the district must have 50% of the cost of a program to submit a course for state grants. The district will resubmit the fiscal year 2018 SU/SR to reclassify the Corporate Education Courses.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02, Kankakee Community College must resubmit all fiscal year 2018 SU/SR claims after removing the Corporate Education Courses.

College Response: Kankakee Community College submitted revised SUSR claims for all of semesters of fiscal year 2018. To ensure Kankakee Community College reports SUSR claims appropriately, we took the following steps: developed guidance specific to course claims, revised the process for entering claims, and added a collaborative review process for the preparation of the SUSR report to ensure accuracy prior to submission. The Corporate Education Department developed a procedure manual indicating which courses are allowed to be claimed as SU courses. The procedure manual indicates the requirement of SU claims to have an instructor salary paid by 50 percent unrestricted costs. Additionally, the Vice President of Instruction has provided the guidance to the credit division regarding the requirement for instructional salaries to be paid by 50 percent unrestricted costs to be claimed as SU. Next, the Corporate Education Department revised the process for course setup to include a field to indicate courses that qualify as SR courses.

Finally, a collaborative review process for the preparation of the SUSR report was implemented across, the Information Technology Department, the Corporate Education Department, and the Director of Financial Affairs. Prior to submission of the SUSR report, the Information Technology Department sends a draft of the SUSR report to the Corporate Education Department and the Director of Financial Affairs to review accuracy of claims and verify each course claimed as SU was paid by 50 percent unrestricted costs. Once any changes are completed, Information Technology Department submits the SUSR report.

Student Residency

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

manner.

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Planning

Annually, a three-year financial plan is created by the vice president of finance and administration and the director of financial affairs and is presented to the Board of Trustees. Projections have accurately identified future financial conditions for the subsequent years and have allowed the college to address these issues in the budget planning process. Long-term debt in the form of bonds payable ranged from \$7.9 million to \$18.4 million during the period reviewed, and the balance at the end of fiscal year 2017 was \$15.8 million. The legal debt limit for the college is in excess of \$65 million; the college is well within the limit for debt and there is no concerning trend in the level of debt. The Board of Trustees reviews the long-term financial plan and affirms the college mission at the annual Committee of the Whole meeting. The mission, "Enhancing quality of life through learning," endures due to evolving long-range financial planning by the college.

Compliance Recommendation: None.

3. Financial Compliance

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

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects

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

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB System Administrative Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules

process. In order for Kankakee Community College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions

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

Based on ICCB staff review of the facilities data submissions, the fiscal year 2013 through fiscal year 2017 submissions were generally made in a timely or accurate manner. The college was still working to finalize the fiscal year 2016 data. During ICCB's review of the F3, F6, B3, & R3 records submitted, no errors appeared on the June 30th edit reports, which is an indication that the college's submission was accurate.

Compliance Recommendation: None.

Square Footage of Planned Construction and Owned Land

The fiscal year 2013 through 2017 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project Status Reports

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

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

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

Compliance Recommendation: None.

INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of ICCB data submissions by Kankakee Community College were reviewed. Generally, this includes fiscal years 2014-2018 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are becoming increasingly important. ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are eleven IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2018 is up to \$55,907 for each violation. The fine changes annually based on an inflation index. ICCB data are also used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A: Student Data Reporting

The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been satisfactory over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Kankakee Community College's A1 submission met the reporting deadline in one of the past five fiscal years. The fiscal year 2018 submission was finalized nearly seven weeks late, the fiscal year 2016 submission was about five weeks late, and the fiscal year 2015 and fiscal year 2014 submissions were finalized about one and a half months past the reporting deadline. The submissions took between four and seventeen submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Entry Intent and Current Intent was also excellent with no unknown

records for these variables in each of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was around 30 percent in each of the five years reviewed. The proportion of records with unknown High School Rank was around 35 percent in each of the three years studied. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed. Fiscal year 2018 submission was finalized about three weeks late, the fiscal year 2016 submission was ten days late, and the fiscal year 2015 submission was finalized nearly one month past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Kankakee Community College met the reporting deadline in one of the four years reviewed. The fiscal year 2018 and fiscal year 2016 submissions were finalized two and a half weeks late, and the fiscal year 2015 submission was finalized five weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than three percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Kankakee Community College met the reporting deadline in none of the three years reviewed. The fiscal year 2016 submission was finalized nine days late, the fiscal year 2015 submission was nearly one month late, and the fiscal year 2014 submission was finalized two months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Kankakee Community College met the reporting deadline in two of the five years reviewed. The fiscal year 2018 submission was finalized nearly seven weeks late and the fiscal year 2016 and fiscal year 2015 submissions were finalized about one month past the reporting deadline. The number of submissions needed to finalize the data ranged from three to thirteen. The final AC submissions did not contain any critical errors in one of the five years reviewed. The fiscal years 2018, 2017, 2016, and 2014 submissions each contained one critical error. The AC data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in one of the past five years. The fiscal year 2018 submission was finalized two days late, the fiscal year 2016 submission was six days late, the fiscal year 2015 submission was one month late, and the fiscal year 2014 submission was finalized one and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Kankakee Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed. The fiscal year 2016 submission was finalized one week late and the fiscal year 2015 submission was finalized about three weeks late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Kankakee Community College data submissions met the reporting deadline in two of the last five fiscal years. The fiscal year 2018 submission was finalized one day late and the fiscal year 2017 and fiscal year 2016 submissions were finalized twelve days past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age was excellent with less than three percent of records with unknown Age across the years reviewed. The proportion of records with unknown Race/Ethnicity ranged between nine and eighteen percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about 55 percent in each of the three years reviewed. The variable was made optional in fiscal year 2017.

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

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in three of the three submissions reviewed: 2016 (51.39 percent), 2015 (51.02 percent), and 2014 (50.60 percent).

Part B: Faculty/Staff Data Submissions

The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline

in one of the past five fiscal years. The fiscal year 2018 submission was finalized ten days late, the fiscal year 2017 submission was six days late, the fiscal year 2016 submission was one week late, and the fiscal year 2014 submission was finalized about three months past the reporting deadline. The number of submissions required to finalize these data ranged from three to nine.

The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed. The fiscal year 2016 submission was finalized eleven days late and the fiscal year 2015 submission was finalized nearly two months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017 and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in two of the past five fiscal years. The fiscal year 2018 submission was finalized eight days late, the fiscal year 2016 submission was eleven days late, and the fiscal year 2015 submission was finalized nearly three months past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Kankakee Community College met the submission deadline in two of the past five years reviewed. The fiscal year 2017 submission was finalized four months late, the fiscal year 2015 submission was two and a half weeks late, and the fiscal year 2014 submission was finalized ten days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to nine. The Annual Faculty, Staff, and Salary (C3) submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

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

Part C: Other Submissions

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

Compliance Recommendation: None

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Kankakee Community College. Focused efforts are recommended to improve the timeliness of the Noncredit Course Enrollment Data (N1), the Annual Enrollment and Completion Data (A1), the Annual Student Identification Submission (ID), the Annual Completions Data (A2), the Annual Course Data (AC), the Fall Term Enrollment Data (E1), the Faculty Staff & Salary Data (C1), the Faculty, Staff, and Salary Supplementary Information, and the Annual Faculty, Staff, and Salary (C3).

College Response: Based on the deficiencies outlined regarding timeliness found in this response, KCC has taken the following steps to improve ICCB report submission timeliness. We have begun addressing report deadlines earlier with stakeholders, including more frequent follow-ups to ensure that report detail work is being completed and without issue. This allows proper time for remediation between initial and final submission should errors be returned by ICCB. We have also developed a tracking document, which allows for better visibility of report issues and their due dates. The result of these changes has seen a 35% increase in the timeliness of our report submittals for fiscal year 2019 over the prior fiscal year.

Going forward KCC is continuing to look for ways to streamline our ICCB reporting process. One of the ways we feel this could be done is through programmatic data verification, thus reducing the likelihood that ICCB reports are submitted with errors.

Kankakee (520) – Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (07/15)*	07/18/17	7/27/16	07/27/15	07/14/14	07/11/13
# Submissions to Final	3	3	3	1	2
Timeliness	1 day late	12 days late	12 days late	on time	on time
Duplicated Head Count	5406	5878	4468	4090	3909
Unduplicated Head Count	3617	4305	3347	3235	3249
# Error Codes in Final Submission	3	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.76 percent	2.69 percent	2.15 percent	2.22 percent	1.71 percent
% Unknown Age in Final Submission no value or .	0.48 percent	2.62 percent	2.13 percent	2.18 percent	1.61 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.02 percent	0.00 percent	0.05 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	14.54 percent	17.64 percent	14.84 percent	14.30 percent	9.26 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	50.56 percent	54.67 percent	56.97 percent

*Due 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (08/01)*	09/18/17	08/12/16	09/09/15	09/12/14	09/16/13

# Submissions to Final	17	8	4	5	7
Timeliness	48 days late	on time	37 days late	42 days late	46 days late
Head Count (total incl. 0 hrs enroll.)	6941	8428	7969	9355	9478
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	4	4	5	3
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.34 percent	1.37 percent	0.63 percent	1.27 percent	0.73 percent
% 0 Cumulative GPA in Final Sub.	31.67 percent	36.26 percent	33.68 percent	36.41 percent	34.05 percent
% 0 Cumulative Hours in Final Sub.	29.42 percent	34.22 percent	31.23 percent	33.83 percent	30.99 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 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	29.69 percent	31.10 percent	29.39 percent	30.68 percent	24.87 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	37.11 percent	38.45 percent	32.24 percent

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

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

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

Final Submission – (09/01)**	09/18/17	08/24/16	09/18/15	10/08/14	N/A*
# Submissions to Final	6	3	2	4	N/A*
Timeliness	17 days late	on time	17 days late	36 days late	N/A*
Record Count (duplicate completions)	910	881	1368	1171	N/A*
Total Number of Completions from A1	739	736	1156	1038	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	1	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.07 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final unknown	2.75 percent	1.59 percent	2.41 percent	1.11 percent	N/A*

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

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)*	09/21/17	08/16/16	09/11/15	09/29/14	09/03/13
# Submissions to Final	8	1	2	1	2
Timeliness – Data Due	20 days late	on time	10 days late	27 days late	on time
Head Count in Final Submission	6941	8428	7969	9355	9478
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	5	5	5	6	5
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	09/10/15	09/29/14	11/04/13
# Submissions to Final	N/C*	N/C*	1	1	3
Timeliness – Data Due	N/C*	N/C*	9 days late	27 days late	62 days late
Head Count in Final Submission	N/C*	N/C*	148	148	149
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent

*The SD submission was eliminated in FY17

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

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (09/01)*	10/18/17	09/02/16	10/05/15	12/16/14	11/08/13
# Submissions to Final	13	3	3	3	3
Timeliness	47 days late	on time	34 days late	29 days late	on time
# Error Codes in Final Submission	3	2	3	2	3
# Critical Errors in Final Submission	1	1	1	0	1
% Records with Errors in Final Sub.	0.23 percent	0.67 percent	0.50 percent	0.13 percent	0.09 percent
% Dual Credit in Final	4.26 percent	3.95 percent	2.56 percent	2.35 percent	1.93 percent
% Remedial (PCS 14) in Final	6.53 percent	7.02 percent	8.23 percent	7.71 percent	8.91 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
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Fiscal Year of Data	2018	2017	2016	2015	2014
Final Submission – (10/01)*	10/04/17	09/30/16	10/07/15	10/30/14	11/18/13
# Submissions to Final	5	2	2	2	3
Timeliness	2 days late	on time	6 days late	29 days late	48 days late
Head Count in Final Submission	3025	3078	3306	3378	3825
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	2	1	3	5	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.26 percent	0.12 percent	1.11 percent	0.20 percent	0.60 percent
Current Intent Coverage in Final Sub % coded as unknown	1.55 percent	2.92 percent	0.85 percent	1.60 percent	1.12 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	97.09 percent	97.21 percent	97.25 percent	97.31 percent	97.52 percent

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

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year of Data	2018	2017	2016	2015	2014
Final Submission – (10/01)*	10/02/17	09/29/16	10/08/15	10/21/14	09/30/13
Timeliness	on time	on time	7 days late	20 days late	on time
Head Count	3025	3078	3306	3378	3825
Discrepancy between E1 & Survey	0	0	0	0	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year of Data	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/26/17	11/01/16	10/22/15	10/14/14	01/10/14

# Submissions to Final	9	7	3	3	5
Timeliness	10 days late	6 days late	7 days late	on time	87 days late
# Error Codes in Final Submission	3	3	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.67 percent	6.07 percent	5.77 percent	6.18 percent	5.67 percent
% Unknown Employment Class (8)	1.01 percent	1.05 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	10/26/15	12/08/14	10/15/13
# Submissions to Final	N/C*	N/C*	2	2	1
Timeliness	N/C*	N/C*	11 days late	54 days late	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (10/15)*	11/01/17	11/02/16	10/26/15	01/07/15	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	8 days late	on time	11 days late	84 days late	on time

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (11/01)*	10/27/17	10/24/16	10/30/15	11/26/14	11/12/13

Timeliness	on time	on time	on time	23 days late	on time
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*Due 11/02 in FY 16; 11/03 in FY 15; 12/02 in FY 14

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (02/15)*	01/30/18	02/10/17	01/26/16	02/16/15	02/10/14
Timeliness	on time	on time	on time	on time	on time

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

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

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/08/17	01/13/16	01/21/15	03/04/14
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/02/18	03/08/17	01/13/16	01/21/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

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

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/08/17	01/13/16	01/21/15	03/04/14
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/08/17	01/13/16	01/21/15	03/04/14
Timeliness	on time	on time	on time	on time	on time

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

Underrepresented Groups Report

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/01/18	02/08/17	03/03/16	01/27/15	02/17/14
Timeliness	on time	on time	on time	on time	on time

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/04/16	06/04/15	05/30/14
# Submissions to Final	N/C*	N/C*	2	3	1
Timeliness	N/C*	N/C*	on time	3 days late	on time
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	51.39 percent	51.02 percent	50.60 percent
Met Minimum Response Rate***	N/C*	N/C*	Yes	Yes	Yes

*The FS submission was eliminated in FY 17

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

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

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/15/18	10/10/17	06/15/16	07/02/15	06/26/14
# Submissions to Final	3	9	3	5	6
Timeliness	on time	117 days late	on time	17 days late	10 days late
# Error Codes in Final Submission	1	3	2	2	1
# Critical Errors in Final Submission	1	2	1	1	1
% Records with Errors in Final Sub.	0.79 percent	4.08 percent	3.57 percent	4.24 percent	5.03 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	2.78 percent	4.08 percent	3.23 percent	3.10 percent	3.02 percent

*Due 06/16 in FY 14