



Lazaro Lopez, Ed.D.
Chairman

Brian Durham, Ed.D.
Executive Director

Illinois Community College Board

MEMO

DATE: April 7, 2020
TO: Members of the Illinois Community College Board
FROM: Brian Durham, Ed.D.
SUBJECT: April 10, 2020 Board Meeting of the Illinois Community College Board

Enclosed are agenda materials for the Friday, April 10th rescheduled meeting of the Illinois Community College Board. Per Executive Order 20-07 (COVID-19 EXECUTIVE ORDER NO.5) the meeting will be held via conference call. The numbers are below. During this meeting, we will be approving all the action items only.

Number: 888-494-4032

Passcode: 6284014087

Also, in advance of the semi-annual review of Executive Session Minutes to be held at the meeting, it was requested that Member Mraz review these meeting minutes, on behalf of the Board. In his expert opinion, Member Mraz has recommended that all of the previously approved closed meeting minutes remain closed. If you wish to review these minutes prior to the Board meeting, please contact Ann Knoedler who can facilitate your request via a password protected option.

The **ICCB Academic, Workforce, and Student Support Committee** *WILL NOT* meet.

The **ICCB Finance, Operations, and External Affairs Committee** *WILL NOT* meet.

The **Board** meeting will begin promptly at 12:00 p.m.

If you have any questions, please call me at 217.502.6090.

Agenda
439th Meeting of the
Illinois Community College Board

**Per Executive Order 20-07
(COVID-19 EXECUTIVE ORDER NO.5)
Conference Call
Number: 888-494-4032
Passcode: 6284014087**

April 10, 2020

<u>12:00 p.m.</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	
2. Announcements and Remarks by Dr. Lazaro Lopez, Board Chair	
3. Executive Director Report <i>Dr. Brian Durham</i>	
4. Perkins V State Plan <i>(ACTION) Ms. Jennifer Foster</i>	1
5. New Units of Instruction <i>(ACTION) Mr. Marcus Brown</i>	
5.1 Frontier Community College, Kennedy-King College, Lake Land College, McHenry County College, Morton College, Olive-Harvey College, Olney Central College, South Suburban College	2-20
6. Recognition of Illinois Community Colleges <i>(ACTION) Mr. Marcus Brown</i>	
6.1 John A. Logan College, McHenry County College, Kishwaukee College, IL Central College	21-129
7. Adoption of Minutes <i>(ACTION)</i>	
7.1 Minutes of the January 24, 2020 Board Meeting	130-137
8. Approval of Confidentiality of Executive Session Minutes <i>(ACTION)</i>	138
9. Information Items	
9.1 Fiscal Year 2020 Financial Statements	139-142
9.2 Adult Education and Literacy Report to the Governor and General Assembly	143
9.3 Workforce Innovation and Opportunities Act Illinois State Unified Plan	144
9.4 Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director	145
9.5 2019 ICCB Annual Enrollment and Completions Report	146
9.6 Proposed Amendments to the Illinois Community College Board Administrative Rules	
9.6a Capitol Projects	147-171
10. Other Business	
11. Public Comment	
12. Executive Session <i>(ACTION)</i>	172
12.1 Employment/Appointments Matters	
12.2 Review of Executive Session Minutes	

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439th Meeting of the
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**Per Executive Order 20-07
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April 10, 2020

12:00 p.m.

13. Executive Session Recommendations (*ACTION*)
 - 13.1 Employment/Appointments Matters
 - 13.2 Review of Executive Session Minutes

14. Adjournment

Illinois Community College Board

PERKINS V STATE PLAN

Illinois Community College Board staff is seeking approval of the Illinois' State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for State Fiscal Years (SFY) 2021-24. The State Plan will guide the strategic partnership and alignment between the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB). The plan also describes the processes and policies that will be carried out by ISBE, ICCB, Local Education Agencies (LEAs), community colleges, and other state and local partners responsible for local administration of Perkins funds.

ICCB, in partnership with ISBE, has conducted comprehensive stakeholder engagement including two public comment periods, multiple regional convenings, briefings, and webinars. The vision, goals, and activities described throughout the plan were informed by this stakeholder engagement and is aligned to ICCB goals as well as other statewide plans and initiatives. Pending Board approval, the Perkins V State Plan will be sent to Governor's Office for signature and submitted to the U.S. Department of Education by April 15, 2020. Staff will provide a brief overview of the plan, including the vision, mission and goals.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and authorizes staff, in collaboration with the Illinois State Board of Education, to submit the plan to Governor's Office for signature and submittal to the Department of Education by April 15, 2020.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Frontier Community College

- Medical Laboratory Technician Associate in Applied Science (A.A.S.) degree (69 credit hours)

Kennedy-King College

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

Lake Land College

- Automotive Mechanics A.A.S. degree (63.5 credit hours)
- Automotive Mechanics Certificate (47.5 credit hours)

McHenry County College

- Hospitality Marketing Specialist Certificate (36 credit hours)
- Assistant Restaurant Manager Certificate (30 credit hours)

Morton College

- Advanced Welding Certificate (37 credit hours)

Olive-Harvey College

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

Olney-Central College

- Unmanned Aerial Technology A.A.S. degree (60 credit hours)
- Welding and Fabrication A.A.S. degree (60 credit hours)

South Suburban College

- Barbering A.A.S. degree (65 credit hours)
- Barbering Technician Certificate (50 credit hours)

BACKGROUND

Frontier Community College

Medical Laboratory Technician A.A.S. degree (69 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment or advancement opportunities as a medical laboratory technician.

Catalog Description: Frontier Community College's Medical Laboratory Technician (MLT) program prepares the graduate to assume responsibility in various laboratory settings, medical or non-medical, clinical diagnostic or research, hospital or reference laboratories. The MLT program culminates in an Associate of Applied Science degree. Graduates of the program are eligible for national certification. All potential students must take the prescribed general education classes. Core classes in Chemistry, Hematology, Serology, Immunohematology, and Microbiology study human diseases and laboratory tests that identify them. Students learn to operate equipment in medical laboratories and perform a wide range of procedures. Didactic and clinical instruction emphasize proper specimen collection and handling, understanding testing procedures, safety, quality control, acquisition of technical skills, and troubleshooting techniques.

Curricular Information: The degree program requires 17 credit hours of general education coursework, 46 credit hours of required career and technical education coursework, and six (6) credit hours of required clinical practical experience. Career and technical coursework includes instruction in human anatomy and physiology, chemistry and clinical chemistry, microbiology and clinical microbiology, introductory clinical laboratory, hematology and hemostasis, immunohematology, advanced clinical chemistry, advanced clinical microbiology, advanced hematology and hemostasis, serology/immunology, professional seminar, and a clinical practicum in medical lab technology. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience. The curriculum was developed according to standards of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and will prepare graduates for optional certification as a Medical Laboratory Technician (MLT) through the American Society for Clinical Pathology (ASCP) or through the American Medical Technologists (AMT) association.

Justification for Credit hours required for the degree: The program was developed according to program accreditation standards and industry credentialing requirements. As such the general education component reflects necessary pre-requisites to various courses required in the career and technical component of the curriculum. Accreditation standards require several science courses with laboratory components and two clinical internship experiences.

Accrediting Information: The National Accrediting Agency for Clinical Laboratory Science (NAACLS) accredits medical laboratory technician programs. The college has been working with the NAACLS to meet accreditation standards. Once the program has received all appropriate State approvals the college can move forward in the accreditation process.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "Clinical/Medical Laboratory Technicians" is expected to increase by 5.9% Statewide through 2026.

Table 1: Employer Partners

Employer	Location
Fairfield Memorial Hospital	Fairfield, IL
Hamilton Memorial Hospital	McLeansboro, IL
Crawford Memorial Hospital	Robinson, IL
Memorial Hospital & Health Care Center	Jasper, IN
Wabash General Hospital	Mt. Carmel, IL
Paris Community Hospital	Paris, IL
Gibson General Hospital	Princeton, IN
Clay County Hospital	Flora, IL
Good Samaritan Hospital	Vincennes, IN
St. Anthony's Hospital	Effingham, IL

Table 2: Projected Enrollments

Medical Lab Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	15	15	15
Part-Time Enrollments:	0	0	0
Completions:	0	12	12

Financial / Budgetary Information: One (1) new full-time faculty will be necessary to implement the program with an additional part-time faculty added during year two. Faculty qualifications are dependent upon courses being taught. Qualified faculty must hold at least an Associate's degree with current ASCP-MLT certification and three years related work experience; the program coordinator must hold a Master's degree in Medical Laboratory Technology with current ASCP-MLT/MT/BOC certification, two years related work experience and one year teaching experience preferred. Some equipment purchases and facilities upgrades have been budgeted for during the first three years of operation. The programs were developed and will be supported with Title III Grant Funds through the first three years of implementation. Grant funds cover the cost of faculty, personnel, equipment, and facilities upgrades. The program will also benefit from a generous equipment donation of a local employer. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$42,150	\$43,415	\$44,717
Administrator Costs	\$200	\$300	\$400
Other Personnel Costs	-	\$6,300	\$16,800
Equipment Costs	\$66,737	\$96,622	\$18,000
Library/LRC Costs	-	-	-
Facility Costs*	\$108,003	-	-
Other (specify)	-	-	-
TOTAL NEW COSTS	\$217,090	\$146,637	\$79,917

Table 4: Faculty Requirements

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

Kennedy-King College

Cybersecurity A.A.S. degree (60 credit hours)

Cybersecurity Advanced Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment, and advancement opportunities, as cybersecurity specialists in a variety of settings.

Catalog Description: Cybersecurity A.A.S. degree - The Cybersecurity Associate in Applied Science (AAS) program provides the required knowledge and skill set for students pursuing entry-level career opportunities in Cybersecurity. With a hands-on approach to learning in this program, students acquire comprehensive Cybersecurity technical knowledge and skills required in entry-level Cybersecurity jobs. The AAS program courses provide an integrated education for cybersecurity professional needs and include a practical work-based learning component, configuring and administering cloud computing infrastructures and applications, and engaging in Information Security systems analysis.

Cybersecurity Advanced Certificate - The Cybersecurity Advanced Certificate (AC) program provides knowledge and skill set for students pursuing career opportunities in Cybersecurity. With a hands-on approach to learning in this program, students who complete the Cybersecurity Basic Certificate (BC) continue the study of essential to Cybersecurity technical knowledge and skills relating to using and administering network devices and network operating systems, and practicing ethical hacking. Students also learn to script and code to monitor, protect against, contain, respond to and recover from cyberattacks. This program serves as a transitional (stackable) credential towards the Cybersecurity AAS degree and offers an enhanced skill set for current IT students and professionals in other areas.

Curricular Information: Cybersecurity A.A.S. degree - The curriculum includes 15 credit hours of required general education, 36 credit hours of required career and technical education coursework, and nine (9) credit hours of related technical electives. The career and technical component includes instruction in fundamentals of programming, introductory and advanced operating systems, operating systems server, networking essentials, introductory and advanced internetworking, cloud computing and services, information security essentials, cybercrime and incident response, scripting for cybersecurity, ethical hacking, a required field project or internship in cybersecurity, and information technology electives specifically related to cybersecurity.

Cybersecurity Advanced Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 27 credit hours and an additional three (3) credit hours in related IT electives.

Assessment of student learning in both programs will be achieved through evaluation of the student's performance on either the comprehensive field project or the internship experience. The program will prepare graduates for industry credentialing in CompTIA Server+, Cloud+, and CySA+, with additional options for credentialing offered within the available electives. The proposed programs provide a continued educational ladder opportunity for students completing the College's recently approved Basic-level Certificate in Cybersecurity.

Accrediting Information: The college plans to seek optional program accreditation through the Accreditation Board for Engineering and Technology (ABET) once at least one class of students has graduated the programs.

Justification for Credit hours required: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in related cybersecurity occupations is expected to increase statewide between 6.6 – 22.9% through the year 2026.

Table 1: Employer Partners

Employer	Location
Accenture	Chicago, IL
OnShore Security	Chicago, IL
SDI Presence LLC	Chicago, IL
Trustwave	Chicago, IL

Table 2: Projected Enrollments

Cybersecurity AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	24	32
Part-Time Enrollments:	4	10	16
Completions:	-	7	16

Cybersecurity Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	5	8	10
Completions:	-	6	15

Financial / Budgetary Information: The programs will require one (1) existing full-time and one to two part-time faculty (one new, one existing) the first year. All facilities are adequately in place to support the program and will share existing resources with the Information Technology programs currently being offered. Some new equipment purchases, software licenses and hardware upgrades have been budgeted for during the first three years. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$29,000	\$59,994	\$154,945
Administrator Costs	-	-	-
Other Personnel costs	\$35,200	\$36,256	\$37,344
Equipment Costs	\$5,500	\$12,000	\$10,000
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (Software licenses)	\$13,250	\$13,250	\$13,250
TOTAL NEW COSTS	\$82,950	\$121,500	\$215,539

Table 4: Faculty Requirements (Combined)

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

Lake Land College

Automotive Mechanics A.A.S. degree (63.5 credit hours)

Automotive Mechanics Certificate (47.5 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment as automotive mechanics.

Catalog Description: Automotive Mechanics Certificate – This program is designed for Illinois Department of Corrections participants who have completed both the Automotive Service Technician Certificate and the Automotive Repair Technician Certificate and are interested in entry- to mid-level positions in the automotive service industry, upon release. The curriculum builds on the prior certificates’ skills and further emphasizes the technical and workplace skills required to work as an automotive mechanic diagnosing and completing major repairs.

Automotive Mechanics A.A.S. degree - This program is designed for Illinois Department of Corrections participants who have completed the Automotive Service Technician Certificate, the Automotive Repair Technician Certificate, and the Automotive Mechanics Certificate and are interested in pursuing an associate’s degree to prepare for entry- to mid-level positions in the automotive service industry, upon release. The curriculum will building on the prior certificates’ technical training to include general education applicable to working in this field.

Curricular Information: Automotive Mechanics A.A.S. degree - The curriculum includes 16 credit hours of required general education, and 47.5 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory auto service, vehicle fundamentals, basic vehicle service, vehicle electrical systems, steering/suspension and alignment, basic brake systems, vehicle heating & cooling systems, engine performance, engine rebuilding, and new vehicle technology.

Automotive Mechanics Certificate – This curriculum includes a subset of the required career and technical educational courses from within the proposed degree totaling 47.5 credit hours.

Assessment of student learning in both programs will be achieved through evaluation of the student’s performance during their automotive service laboratory by the program faculty.

Accrediting Information: Accreditation is not required, however, the curriculum will prepare individuals for Automotive Service Excellence (ASE) industry certifications in Engine Repair, Transmission/Transaxle, Suspension & Steering, Brakes, Electrical/Electronic Systems, Heating & Air Conditioning, and Engine Performance.

Justification for Credit hours required: Both curricula build on existing certificates to add both more advanced skill training and general education. The curricula includes additional laboratory content for

IDOC participants who do not have access to real world work-based learning content in order to prepare students for industry credentialing.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth of “automotive service technicians/mechanics” is expected to increase statewide around 4% through the year 2026.

Table 1: Employer Partners

Employer	Location
Illinois Department of Corrections	Multiple locations, IL

Table 2: Projected Enrollments

Auto Mechanics AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	50	60	60
Part-Time Enrollments:	-	-	-
Completions:	25	30	30

Auto Mechanics Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	80	90	90
Part-Time Enrollments:	-	-	-
Completions:	45	55	55

Financial / Budgetary Information: The programs will require seven (7) existing full-time faculty. Qualified faculty will hold an Associate’s degree and/or at least 5 years work experience as an automotive service technician, hold ASE certification as appropriate for the course/content, and one year teaching experience. Facilities and equipment are adequately in place to support the proposed programs. All costs are covered through Illinois Department of Corrections Grant Funds.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$319,100	\$322,291	\$322,291
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$319,100	\$322,291	\$322,291

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	7	0	7	0	7	0

McHenry County College

Assistant Restaurant Manager Certificate (30 credit hours)

Hospitality Marketing Specialist Certificate (36 credit hours)

Program Purpose: Assistant Restaurant Manager Certificate – This program will prepare individuals for entry-level employment and advancement opportunities, as supervisory/management staff in restaurant and related hospitality settings.

Hospitality Marketing Specialist Certificate – This program will prepare individuals with hospitality or marketing experience, or those currently in hospitality or marketing training programs, with added knowledge in using social media for specifically marketing hospitality services and products. The program will prepare for entry-level employment, advanced within the field, and/or cross-training opportunities.

Catalog Description: The hospitality & food service industry is one segment of the largest employment field in the world- travel and tourism. Students can prepare for this growing field through MCC's Culinary programs and obtain additional industry certification by completing National Restaurant Association Educational Foundation (NRAEF) classes.

These programs give students the knowledge and hands-on skills needed for entry-level positions within various settings of the food service industry. Courses are designed to build a strong culinary foundation, with an emphasis on leadership and management skills, sustainable practices and food safety skills.

Please visit www.mchenry.edu/culinary to see important program information including: the culinary student code of conduct, attendance expectations, culinary specific scholarships and current transfer agreements to 4-year Baccalaureate programs.

Curricular Information: Assistant Restaurant Manager Certificate – The curriculum consists of 26 credit hours of required career and technical education coursework and four (4) credit hours of required work-based learning. The career and technical component includes instruction in introductory professional hospitality, culinary skills, pastry skills, culinary supervision, cross-cultural management, creative leadership and an internship experience in both restaurant operations and bakery operations.

Hospitality Marketing Specialist Certificate – The curriculum consists of 26 credit hours of required career and technical education coursework, four (4) credit hours of required work-based learning, and six (6) credit hours of related technical electives. The career and technical component includes instruction in introductory professional hospitality, culinary skills, pastry skills, culinary supervision, menu planning, social media marketing, an internship experience in both restaurant operations and bakery operations, and marketing electives.

Students who complete the Assistant Restaurant Manager Certificate would be able to earn the Hospitality Marketing Specialist Certificate with four (4) additional courses. The programs were developed according to guidelines that will prepare students for optional industry credentialing through the National Restaurant Association Educational Foundation (NRAEF) and ManageFirst, Inc. as a ManageFirst Professional (MFP) or Foodservice Management Professional (FMP).

Assessment of student learning in both programs will be achieved through evaluation of the student's performance during the work-based learning component. The programs will utilize the college's existing bakery and full-service restaurant. Students will be evaluated by program faculty and work-site supervisor.

Accrediting Information: NA.

Justification for Credit hours required: Hospitality Marketing Specialist Certificate – The curriculum was developed according to both advisory committee input, which includes representatives of a variety of local hospitality employers, and input from the college's marketing department so that it would prepare for employment, and stack well with existing culinary/hospitality and marketing certificate and degree programs. The advisory committee felt strongly the inclusion of the additional elective options would best prepare students for employment in this industry.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to culinary arts and marketing is expected to increase between 6.4-16% for culinary occupations and by 8.6% for food service and marketing occupations statewide through the year 2026.

Table 1: Employer Partners

Employer	Location
Ambrosia Euro American Patisserie	Barrington, IL
Around the Clock Restaurant	Crystal Lake, IL
Blackstone Golf Club	Marengo, IL
Bull Valley Golf Club	Woodstock, IL
Chalet Hills Club	Road, Cary, IL
Client-rewards.net	Crystal Lake, IL
Coleman's catering	Crystal Lake, IL
Conscious Cup Roasters & Café	Crystal Lake, IL
Crystal Lake Brewing	Crystal Lake, IL
Crystal Lake Brewing	Crystal Lake, IL
Duke's Alehouse and Kitchen	Crystal Lake, IL
Georgio's Pizza	Crystal Lake, IL
Georgio's Pizza	South Barrington, IL
Homemade Mama	Crystal Lake, IL
Iron Horse Bar & Grille	Algonquin, IL
Nicks Pizza and Pub	Lake, IL
Region	Barrington, IL
Scorched Earth Brewing Co.	Algonquin, IL
Shadowview Brewing	Woodstock, IL
SweetPea Cakes Studio	Crystal Lake, IL
The Sugar Circle	Woodstock, IL
Uprooted	McHenry, IL
Village Vintner	Algonquin, IL
Winebow/Vintage Wines	Crystal Lake, IL
Woods creek Tavern	Lake In The Hills, IL

Table 2: Projected Enrollments

Assistant Restaurant Manager Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	12
Part-Time Enrollments:	2	5	5
Completions:	7	15	17

Hospitality Marketing Spec Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	10
Part-Time Enrollments:	2	5	5
Completions:	7	15	15

Financial / Budgetary Information: The programs will require two (2) existing part-time faculty the first year. Qualified faculty will have an Associate’s degree in Culinary Arts or a hospitality-related field, hold current industry credentialing in their related area, have at least five years work experience, and one year teaching experience preferred. All facilities and equipment are adequately in place to support the programs. No new costs are anticipated to implement these programs. The programs will be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$0	\$0
Administrator Costs	0	0	0
Other Personnel costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other	0	0	0
TOTAL NEW COSTS	\$0	\$0	\$0

Table 4: Faculty Requirements (Combined)

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

Morton College

Advanced Welding Certificate (38 credit hours)

Program Purpose: The certificate will prepare individuals for entry-level and advanced employment as welders in a variety of settings.

Catalog Description: This program prepares students for employment in a variety of welding fields. Students are taught Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), and Gas Tungsten Arc Welding (GTAW) along with oxyfuel and plasma cutting processes. Additional training in welding metallurgy, blueprint reading, and welding machines will be taught as well. Students in an entry-level position completing this certificate are able to seek career advancement.

Curricular Information: The program requires three (3) credit hours of general education coursework, 31 credit hours of career and technical education coursework, and four (4) credit hours of related technical electives. The career and technical component includes instruction in introductory welding processes, basic arc welding and cutting, beginning and advanced SMAW and cutting, beginning and advanced GMAW, beginning and advanced GTAW, pipe welding, blueprint reading, welding and cutting safety, welding inspection, and practical experience in welding. Students who complete the welding course sequence are eligible to sit for the American Welding Society (AWS) certifications that cover four various individual

structural steel codes. The college currently offers several shorter-term certificates in welding which ladder into the proposed advanced certificate program. Assessment of student learning will be achieved through evaluation of the student’s performance during comprehensive individual skill assessment.

Justification for Credit hours required: The curriculum was developed according to standards of the American Welding Society to prepare individuals for AWS industry certifications.

Accrediting Information: Program accreditation is not required, however, welding courses have been developed according to the American Welding Society (AWS) standards.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the need for training program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of “welders” is expected to increase by 4.9% statewide through the year 2026.

Table 1: Employer Partners

Employer	Location
Technoweld	New Lenox, IL
United Scrap Metal	Cicero, IL
Boilermakers Local 1	Chicago IL
Pipefitters Local 597	Mokena, IL
Piledrivers Local 54	Hinsdale, IL
J&B Welding Supply Inc	Cicero, IL
Chicago Women in Trades	Chicago, IL

Table 2: Projected Enrollments

Advanced Welding Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	9	11
Part-Time Enrollments:	4	8	10
Completions:	8	15	20

Financial / Budgetary Information: The program requires one (1) new full-time faculty, one (1) existing full-time faculty, and two (2) new part-time faculty. Qualified faculty hold an Associate’s degree in Welding and/or five years related work experience, AWS certification, and three years teaching experience. Some equipment purchases, consumables (such as welding gas), and facilities upgrades have been budgeted for during the first three years of operation. The programs will otherwise be supported by student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$83,443	\$83,443	\$98,664
Administrator Costs	\$3,000	\$3,000	\$4,000
Other Personnel costs	-	-	-
Equipment Costs	\$200,000	\$5,000	\$2,500
Library/LRC Costs	-	-	-
Facility Costs (upgrades)	\$1,100	\$5,000	\$5,000
Other (welding supplies)	\$11,000	\$12,000	\$12,000
TOTAL NEW COSTS	\$298,543	\$103, 443	\$122,164

Table 4: Faculty Requirements (Combined)

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

Olive-Harvey College

Cybersecurity A.A.S. degree (60 credit hours)

Cybersecurity Advanced Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment, and advancement opportunities, as cybersecurity specialists in a variety of settings.

Catalog Description: Cybersecurity A.A.S. degree - The Cybersecurity Associate in Applied Science (AAS) program provides the required knowledge and skill set for students pursuing entry-level career opportunities in Cybersecurity. With a hands-on approach to learning in this program, students acquire comprehensive Cybersecurity technical knowledge and skills required in entry-level Cybersecurity jobs.

The AAS program courses provide an integrated education for cybersecurity professional needs and include a practical work-based learning component, configuring and administering cloud computing infrastructures and applications, and engaging in Information Security systems analysis.

Cybersecurity Advanced Certificate - The Cybersecurity Advanced Certificate (AC) program provides knowledge and skill set for students pursuing career opportunities in Cybersecurity. With a hands-on approach to learning in this program, students who complete the Cybersecurity Basic Certificate (BC) continue the study of essential to Cybersecurity technical knowledge and skills relating to using and administering network devices and network operating systems, and practicing ethical hacking. Students also learn to script and code to monitor, protect against, contain, respond to and recover from cyberattacks. This program serves as a transitional (stackable) credential towards the Cybersecurity AAS degree and offers an enhanced skill set for current IT students and professionals in other areas.

Curricular Information: Cybersecurity A.A.S. degree - The curriculum includes 15 credit hours of required general education, 36 credit hours of required career and technical education coursework, and nine (9) credit hours of related technical electives. The career and technical component includes instruction in fundamentals of programming, introductory and advanced operating systems, operating systems server, networking essentials, introductory and advanced internetworking, cloud computing and services, information security essentials, cybercrime and incident response, scripting for cybersecurity, ethical hacking, a required field project or internship in cybersecurity, and information technology electives specifically related to cybersecurity.

Cybersecurity Advanced Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 27 credit hours and an additional three (3) credit hours in related IT electives.

Assessment of student learning in both programs will be achieved through evaluation of the student’s performance on either the comprehensive field project or the internship experience. The program will prepare graduates for industry credentialing in CompTIA Server+, Cloud+, and CySA+, with additional options for credentialing offered within the available electives. The proposed programs provide a continued

educational ladder opportunity for students completing the College’s recently approved Basic-level Certificate in Cybersecurity.

Accrediting Information: The college plans to seek optional program accreditation through the Accreditation Board for Engineering and Technology (ABET) once at least one class of students has graduated the programs.

Justification for Credit hours required: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in related cybersecurity occupations is expected to increase statewide between 6.6 – 22.9% through the year 2026.

Table 1: Employer Partners

Employer	Location
Accenture	Chicago, IL
OnShore Security	Chicago, IL
SDI Presence LLC	Chicago, IL
Trustwave	Chicago, IL

Table 2: Projected Enrollments (Combined)

Cybersecurity AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	24	32
Part-Time Enrollments:	4	10	16
Completions:	-	7	16

Cybersecurity Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	8	20	24
Part-Time Enrollments:	4	10	16
Completions:	-	8	26

Financial / Budgetary Information: The programs will require one (1) existing full-time and one to two (2) new part-time faculty the first year. All facilities are adequately in place to support the program and will share existing resources with the Information Technology programs currently being offered. Some new equipment purchases and software licenses have been budgeted for during the first three years. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$24,094	\$81,048	\$93,095
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$5,500	\$12,000	\$10,000
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (Software licenses)	\$13,250	\$13,250	\$13,250
TOTAL NEW COSTS	\$42,844	\$106,298	\$116,345

Table 4: Faculty Requirements (Combined)

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

Olney Central College

Unmanned Aerial Technology A.A.S. degree (60 credit hours)

Program Purpose: The program prepares individuals for Federal Aviation Regulations (FAR) Part 107 Commercial Pilot Remote licensure and entry-level employment in commercial drone vehicle operations and/or cross-training and other employment opportunities in fields where unmanned aerial technology is utilized.

Catalog Description: The Unmanned Aerial Technology program will prepare students for jobs in industries that use a variety of types of unmanned aerial systems. Such industries include: agriculture, public safety, surveying, inspection, and logistics. Current industry technology, current regulations, and Part 107 Certificate requirements are heavily emphasized.

Curricular Information: The program requires 17 credit hours of general education coursework, and 43 credit hours of career and technical education coursework.

The career and technical component includes instruction in introductory unmanned aerial technology (UAT), principals of UAT flight, UAT mission planning, UAT electronics, UAT design and construction, UAT photogrammetry, UAT industry applications, UAT law, policy and safety, aerial photography and videography, remote pilot FAR Part 107 prep, and a UAT industry project. Students will be prepared for the required Federal Aviation Administration (FAA) FAR Part 107 Commercial Pilot Remote licensure exam. Assessment of student learning will be achieved through evaluation of the student’s comprehensive final project and performance on practice licensure exams.

Justification for Credit hours required: NA.

Accrediting Information: Program accreditation is not required, however, the unmanned aerial technology courses have been developed to prepare students for FAR Part 107 licensure.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the need for training program in this field of study. The college worked closely with its program advisory committee to identify a need for this training and the breadth of opportunities within the college’s district. Occupations that utilize drone operation skills are expected to increase in demand by between 5-11% statewide through 2026.

Table 1: Employer Partners

<u>Employer</u>	<u>Location</u>
Flying S (Drone Manufacturer)	Palestine, IL
Hampton Lenzini & Renwick Inc (Civil Engineers)	Mt. Carmel, IL
Ameren (Electric Service Company)	St. Charles, MO
Olney Fire Department	Olney, IL
State Farm (Insurance)	Bloomington, IL
Country Financial (Insurance)	Bloomington, IL

Table 2: Projected Enrollments

Unmanned Aerial Tech AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	5	5	10
Completions:	-	-	10

Financial / Budgetary Information: The program requires one (1) new full-time faculty to implement and one (1) new part-time faculty during the second and third years as necessary. Qualified faculty hold an Associate’s degree in Unmanned Aerial Systems, Aviation, Engineering Technology or other closely related field, FAR Part 107 certification, one year related work experience, and one year teaching experience. Some equipment purchases, equipment maintenance and facilities upgrades have been budgeted for during the first three years of operation. The programs were developed and will be supported with Title III Grant Funds through the first three years of implementation. Grant funds cover the cost of faculty, equipment, facilities upgrades and equipment maintenance. The program will otherwise be supported by student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$56,238	\$57,925	\$59,664
Administrator Costs	-	-	-
Other Personnel costs	-	\$10,000	\$10,000
Equipment Costs	\$59,055	-	-
Library/LRC Costs	-	-	-
Facility Costs (upgrades)	\$35,000	-	-
Other (equip maintenance)	\$1,000	\$1,000	\$1,000
TOTAL NEW COSTS	\$151,293	\$68,925	\$70,664

Table 4: Faculty Requirements

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

Olney Central College

Welding and Fabrication A.A.S. degree (60 credit hours)

Program Purpose: The certificate will prepare individuals for entry-level and advanced employment as welders in a variety of settings.

Catalog Description: The Welding and Fabrication program is designed to prepare welders and fabricators to meet the needs of the industry. This includes but not limited to the successful completion of a 6g pipe/tube test, extensive knowledge over technical document and tool reading, and successful welding on exotic metals and alloys. Jobs available in local industries are pipefitting/welding, boiler making, ironworking, sheet metal working, fabrication, and production welding.

Curricular Information: The program requires 17 credit hours of general education coursework, and 43 credit hours of career and technical education coursework. The career and technical component includes instruction in introductory Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Gas

Tungsten Arc Welding (GTAW), Flux Core Arc Welding (FCAW), Advanced GMAW, Combination Welding, welding metallurgy, pipe and tube preparation, pipe welding certification, 6g Pipe Certification, design and fabrication, blueprint reading, metal cutting and preparation, and Exotics.

Students who complete the welding course sequence are eligible to sit for the American Welding Society (AWS) certifications that cover four various individual structural steel codes, and 6g Pipe Welding Certification. The college currently offers several shorter-term certificates in welding which ladder into the proposed degree program. Assessment of student learning will be achieved through evaluation of the student’s performance during comprehensive certification practice assessment.

Justification for Credit hours required: The career and technical component of the curriculum was developed according to standards of the American Welding Society to prepare individuals for AWS industry certifications. The general education component includes an additional two (2) credit hours in employability skills the program advisory committee felt strongly to be included. This course is also included in related certificates.

Accrediting Information: Program accreditation is not required, however, welding courses have been developed according to the American Welding Society (AWS) standards.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the need for training program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of “welders” is expected to increase by 4.9%, “sheet metal workers” by 8.9%, “ironworkers” by 10.2% and “plumbers/pipefitters” by 14.2% statewide through the year 2026.

Table 1: Employer Partners

Employer	Location
Pipefitters Local 157	Terre Haute, IN
Boilermakers Local 374	Hobart, IN
Boilermakers Local 363	Belleville, IL
Ironworkers Local 103	Evansville, IN
Sheet Metal Workers Local 268	Caseyville, IL
DC Weld Inc.	Flora, IL
Floyd’s Welding	Onley, IL
GSI	Various locations, IL
Evapco	Newton, IL
Master Halco	Onley, IL

Table 2: Projected Enrollments

Welding & Fabrication AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	17	22	25
Part-Time Enrollments:	5	5	10
Completions:	-	-	17

Financial / Budgetary Information: The program requires one (1) new full-time faculty, one (1) existing full-time faculty, and one (1) new part-time faculty. Qualified faculty hold an Associate’s degree in Welding and one year related work experience, AWS certification, and one year teaching experience. Some equipment purchases, consumables (such as welding gas), and facilities upgrades have been budgeted for during the first three years of operation. The programs were developed and will be supported with Title III Grant Funds through the first three years of implementation. Grant funds cover the cost of faculty,

equipment, facilities upgrades and lab consumables. The program will otherwise be supported by student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$56,238	\$57,925	\$59,664
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$363,785	\$23,735	-
Library/LRC Costs	-	-	-
Facility Costs (upgrades)	\$10,400	-	-
Other (welding supplies)	\$9,000	\$18,900	\$18,900
TOTAL NEW COSTS	\$439,423	\$100,560	\$78,564

Table 4: Faculty Requirements

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

South Suburban College

Barbering A.A.S. degree (65 credit hours)

Barber Technician Certificate (50 credit hours)

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

Catalog Description: The Barbering program at South Suburban College offers students hands on training in the art, skill, and science used in the barbering business. This includes the design of hair, facial shaving, chemical services for hair, installation of temporary hair pieces, salon operations, and barber license review. The program meets the standards of the Illinois Department of Finance and Professional Regulation (IDFPR) in total hours, teaching staff, equipment, facilities, libraries, and course content. Students are required to complete a specific number of hours in the Barber College Salon. Once students have completed all coursework and laboratory hours, they are ready to sit for the licensure examination through the IDFPR. Students must be licensed in order to practice Barbering in Illinois. The A.A.S. curriculum builds on the technical Certificate to provide students with an option for a degree credential in this field.

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

Barbering Technician Certificate – This curriculum includes a subset of the required career and technical educational courses from within the proposed degree totaling 50 credit hours. The certificate was also developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Assessment of student learning in both programs will be achieved through evaluation of the student’s performance during the salon operations sequence of courses. Students will be evaluated during their work-based learning experience in the college’s barber lab by program faculty, including a licensed barber-instructor.

Accrediting Information: The program must be approved by IDFPR in compliance with Section 1175.330 Barber Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act. The college has plans to seek IDFPR approval once all required State Board approvals have been received and the Barber College Salon is ready for inspection.

Justification for Credit hours required: Barber curriculum in the State of Illinois must be a minimum of 50 credit hours, according to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements. The proposed degree builds on the minimum requirements for a certificate to include the minimum amount of general education requirements.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to barbering is expected to increase locally around 10.8%, statewide around 4%, and nationally around 13% through the year 2026.

Table 1: Employer Partners

Employer	Location
Clippers and Shears	Harvey, IL
Cuts on Point	Midlothian, IL
Dynasty Cuts	Harvey, IL
Elite Clientele	Dolton, IL
Father & Sons	Chicago, IL
Grooming for Success	South Holland, IL
Major League Barbering	Chicago, IL
Silk and Classy	Dolton, IL

Table 2: Projected Enrollments

Barbering AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	8	16	16
Part-Time Enrollments:	8	16	16
Completions:	-	8	16

Barbering Technician Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	24	24	24
Part-Time Enrollments:	24	48	48
Completions:	24	48	48

Financial / Budgetary Information: The programs will require four (4) new part-time faculty the first year. Qualified faculty will hold a current professional license in barber instruction, hold a current Illinois Barber License, have at least two years work experience as a professional barber and one year teaching experience. Facilities upgrades to existing lab space and new equipment purchases to meet IDFPR requirements have been budgeted during the first year. The programs were developed with Workforce Equity Initiative (WEI) Grant funds and will be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$81,120	\$123,773	\$126,966
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$20,200	-	-
Library/LRC Costs	-	-	-
Facility Costs*	\$70,000	-	-
Other	-	-	-
TOTAL NEW COSTS	\$171,320	\$123,772	\$126,966

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	4	0	2	0	0
Existing Faculty	0	0	0	4	0	6

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2014 through 2018 for City Colleges of Chicago and Fiscal years 2015 – 2019 for Harper College, Morton College and Shawnee Community College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2018, the districts listed below underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the college that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

John A. Logan College
McHenry County College
Kishwaukee College
Illinois Central College

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

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

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

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

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



RECOGNITION REPORT

ILLINOIS CENTRAL COLLEGE



April, 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
ILLINOIS CENTRAL COLLEGE
March, 2020

INTRODUCTION

During fiscal year 2019, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Illinois Central College, District 514. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Illinois Central College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Illinois Central College's 2018-2019 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i).

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

Compliance Recommendation: None.

2. Articulation

Illinois Central College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in Engineering Science (A.E.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

Illinois Central College reports that the Chief Academic Officer/Vice President for Academic Affairs manages the curricular and instructional processes. With recommendation of the Curriculum Committee, comprised of elected faculty from all departments and selected administrators, the Vice President for Academic Affairs accepts recommendations of changes to program curriculum. Advice is sought from program advisory committees on curricular changes and development. Faculty submit assessment plans, attendance and grade rosters, and participate in curriculum updates. Additionally,

students evaluate faculty in all classes. The college is working to develop a formal evaluation process for adjunct and dual-credit faculty.

Compliance Recommendation: None.

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

As part of Illinois Central College's 2019 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rules 23 Ill. Adm. Code 1501.507(b) (11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2017 and 50 from fiscal year 2018. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2017 and 2018, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation

standards, and local college policies apply to courses, instructional procedures and academic standards at Illinois Central College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2017 through 2018, it was reported that 108 instructors taught transfer (1.1) dual credit courses. Of these instructors, 19 did not hold the appropriate credentials. It was also reported that 41 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, three did not hold the appropriate credentials.

Students.

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

Course Offerings and Requirements.

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

Compliance Recommendation: In order to comply with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Illinois Central College must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB also recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: Beginning Fall 2019, all transfer, career and technical Education faculty, this includes full-time, adjunct, and dual credit faculty, met minimum faculty credentials. Minimum credentials mirror 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. All faculty have their credentials documented in the Human Resources File and recorded on a minimum faculty credential sheet that approved with signatures from the Academic Dean and the Chief Academic Officer.

6. Assessment Plans

Illinois Central College has a systematic, college-wide approach to the assessment of student learning. The college is committed to regular assessment of student learning

outcomes. The college indicated it moved from assessing General Education Goals to Institutional Learning Outcomes (ILOs) during the 2015-2016 academic year. The result was three Institutional Learning Outcomes related to Communication, Reasoning, and Responsibility. These ILOs were incorporated into all five degree programs and were incorporated into all certificate programs by September 2019. The college's process for aligning ILOs to the degrees offered begins with faculty and is approved by the Chief Academic Officer and Vice President of Academic Affairs. The process is documented in the Curriculum and Assessment Guide, which the college provided.

Faculty align student learning outcomes at the course level to ILOs in a master syllabus that all course sections follow. Faculty completed Curriculum Maps for career and technical education and certificate programs aligning courses with ILOs. Faculty in transfer disciplines began this process in January 2019. Faculty indicate whether the ILO was "introduced, reinforced, or demonstrated." The college indicated that it regularly uses the data from assessment of student learning for improving curriculum, teacher, and student learning.

The college also utilizes a process called academic program review and vitality for all career and technical education programs annually. There are four phases: assessment, analysis, improvement and implementation, and evaluation. In addition, the college follows the program review cycle defined by the ICCB. Finally, the college deploys a process for co-curricular assessment that promotes and evaluates professional skill development and work-based learning.

The college reported that it frequently evaluates its placement policy. The college is also working to align institution placement policy with the statewide placement recommendations.

Compliance Recommendation: None.

7. Student Evaluation

Illinois Central College has a well-defined system for evaluating and recording student performance in courses and programs. In June 2018, the College completed a four-year Assessment Academy commitment through the Higher Learning Commission. A committee structure has been established to ensure that assessment is a faculty-led effort. The college has board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

Illinois Central College reported that any instructor teaching a transfer-level course is required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the

discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

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

The college provided opportunities for faculty development on campus, including the Teaching and Learning Center, which is available days, evenings, and weekends for full-time, dual credit, and adjunct faculty. The college professional development offerings include scheduled trainings and one-on-one tutoring focusing on instructional innovation and best practices in teaching.

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

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

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

College Response: Beginning Fall 2019, all transfer, career and technical Education faculty, this includes full-time, adjunct, and dual credit faculty, met minimum faculty credentials. Minimum credentials mirror 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. All faculty have their credentials documented in the Human Resources File and recorded on a minimum faculty credential sheet that approved with signatures from the Academic Dean and the Chief Academic Officer.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment, college catalog, and website. Illinois Central College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The CAREER Agreement, which is referred to as the Community College Educational Agreement, is noted within the self-assessment, the college catalog, and the website. It should be noted that both the college catalog and website cite outdated information regarding the number of participating institutions.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that Illinois Central College update their course catalog to reflect that all 39 community college districts are now participating in the CAREER Agreement. Pursuant to article 19 of the CAREER Agreement, of which Illinois Central College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should remove this language from their course catalog and any other place it may be.

College Response: The College will update the 2020-21 College Catalog. The College is currently drafting policy and language that fulfill compliance with CAREER Agreement, pursuant to article 19 of the CAREER Agreement. The policy will be vetted through ICC's governance system and will comply with CAREER Agreement. Enrollment Services is managing this process and language.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, college website, student handbook, and the college's self-assessment. ICC's Academic Calendar includes at least 16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies comply with Administrative Rule 23 Ill. Adm. Code 1501.303 e)6.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Illinois Central College's program review process and submissions over the last five years, all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and

quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their program review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified. Detailed by the self-assessment, the college utilizes sufficient supporting data, but it has been recommended that the college derive program need information from regional and local labor market data. Illinois Central College should continue to review and utilize the recommendations and feedback given by the ICCB.

Compliance Recommendations: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 2A: Advising/Counseling

Illinois Central 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. Before meeting with an advisor for the first time, students can obtain vital advisement information from the Academic Advisement page of the ICC website to best prepare for a successful advisement meeting. Paired with staff from the counseling area, students with an undecided major are assisted in career selections through surveys and inventories. Additionally, specialized advising services are provided by each academic department on their respective campuses. These advisors are in constant contact with the four-year school and employer representatives.

Compliance Recommendation: None.

Part B: Financial Aid

The financial aid program provides students with information about, and access to, available financial support. The Financial Aid office is open during normal business hours, with extended hours prior to enrollment. The Financial Aid office also houses the Coordinator of Veterans and Military Personnel. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification and acquisition, and student work-study. All of these services are available during normal business hours from the ICC East Peoria campus. Current job listings are available on each campus at all times with specific contact information available through the Career Center office. In addition to on-campus resources, the ICC Career Center has partnered with the College Central Network to provide students

with a free online job search system at any time of the day or night. The office is also instrumental in working with the Workforce Network and other community agencies as a rapid responder for companies announcing employee reductions.

Compliance Recommendation: None.

Part D: Support Services

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

The college offers academic support services, including peer tutoring and the student help desk, and personal counseling is available to those students who are presently enrolled at the college to assist with managing personal and emotional barriers that may be interfering with academic success.

The Accessibility Services Office provides a variety of accessibility services including, but not limited to, interpreters, note takers, and specialized software/hardware.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

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

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

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The district had a small percentage of ESL courses that did not comply with 110 ILCS 805/2-16.02 which states the district must have 50 percent of the cost of a program to submit a course on the SU. The district has acknowledged the issue and will resubmit fiscal year

2019 hours. The district also had midterm certification documents that were based on attendance only. While this produces a mostly accurate claim, the certification needs to be based on active pursuit of the student identified by the instructor.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507e) the district should change its credit claiming policy to collect the active pursuit of students and use this data to claim credit hours.

College Response: The college's midterm attendance and grade reporting process interfaces with the student information system through what is known as the AWARE roster. AWARE rosters, which are used by all faculty for all course sections, can – through minimal technical changes – accommodate the ability for faculty members to report active enrollment at midterm, rather than merely attendance. The college is in the process of revising its directions to faculty for completing and submitting the AWARE rosters to reflect their determination of active enrollment of students and will manage the process changes and communications in coordination with the appropriate shared governance bodies.

Compliance Recommendation 2: In order to be in compliance with 110 ILCS 805/2-16.02 the district will resubmit fiscal year 2019 credit hour claim placing the grant funded ESL courses on the SR claim.

College Response: The incorrect reporting of grant-funded ESL courses on the SU claim rather than on the SR claim was attributable to a coding error in the program which produced the college's term-based claim submissions. The coding error has been corrected and the college resubmitted its FY19 credit hour claim reports, as directed, in August 2019.

Advisory Recommendation: It is advised that the district generate a credit hour claim report that contains all of the necessary data points to support the submitted data. An example of this report can be obtained from ICCB staff or the MIS manual.

College Response:

Student Residency

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

Compliance Recommendation: None.

Course Repeats

The selected sample of course sections was reviewed to determine the college's compliance

with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic and appears to be working as it should.

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit

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

Compliance Recommendation: None.

3. Financial Planning

The district indicates a three-year financial plan is updated annually with the budget integrating resource allocation and program planning. It states the administration reviews the plan in advance of the budget cycle with the Board of Trustees considering the current environmental scan, potential local factors as they relate to current market conditions, enrollment trends, and the viability of current funding sources. Budget development is driven by departmental goals set as part of the program review process for further integration of strategic initiatives into the financial planning and budget development. The Board of Trustees is updated monthly through the budget status update and the purchase report.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects

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

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects

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

Compliance Recommendation: None.

Part C: Facilities Data Submissions

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

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

Compliance Recommendation: None.

Square Footage of Planned Construction and Owned Land

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

Compliance Recommendation: None.

Project Status Reports

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

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

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

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements The latest five years of ICCB data submissions by Illinois Central College were reviewed—generally this includes fiscal years 2015-2019 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

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

Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2019 and the fiscal year 2018 submissions each contained one critical error, and this data was verified by college officials as valid and accurate. Illinois Central College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2019 and the fiscal year 2018 submissions were finalized one month late, the fiscal year 2016 submission was five weeks late, and the fiscal year 2015 submission was finalized nearly two months past the reporting deadline. The submissions took between three and seven submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent ranged between 11 percent and 13 percent across the five years studied. The proportion of records with unknown Current Intent has improved from nearly 50 percent of records in fiscal year 2015 to less than 10 percent in fiscal year 2019. The proportion of records with unknown Highest Degree Previously Earned ranged between one percent and 12 percent across the five years studied. The proportion of records with unknown High School Rank was about 60 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in five of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Illinois Central College met the reporting deadline in two of the five years reviewed; the fiscal year 2018 submission was finalized 11 days late, the fiscal year 2016 submission was one week late, and the fiscal year 2015 submission was finalized 16 days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six, and final A2 submissions did not contain any critical errors in each of the five years reviewed. The

proportion of records with unknown Race/Ethnicity was less than one percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Illinois Central College met the reporting deadline in two of the two years reviewed. The number of submissions needed to finalize the data was one, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Illinois Central College met the reporting deadline in two of the five years reviewed; the fiscal year 2019 submission was finalized one day late; the fiscal year 2018 submission was 20 days late, and the fiscal year 2016 submission was finalized 22 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five, and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2019 submission contained two critical errors, and the fiscal year 2018 submission contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2017 submission was finalized one week late, and the fiscal year 2016 submission was finalized 19 days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six, and there were no critical errors in the final submissions in four of the five years reviewed; the fiscal year 2018 submission contained one critical error that was verified by college officials as valid and accurate. Illinois Central College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in two of the five years reviewed: 70 records in fiscal year 2019 and one record in fiscal year 2016.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Illinois Central College data submissions met the reporting deadline in one of the last five fiscal years; the submissions were finalized between one day and 22 days past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than four percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 30 percent and 50 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about 55 percent of the records in the two years reviewed. The variable was made optional in fiscal year 2017.

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

submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2019 submission was finalized four days late, and the fiscal year 2016 submission was finalized more than one month late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in two of the two years reviewed. The response rate met the ICCB minimum standard in one of the two submissions reviewed: 2015 (50.30 percent).

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

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

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

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Illinois Central College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in none of the past five fiscal years; the submissions were finalized between five days and one month past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory (Quality) Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Illinois Central College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Noncredit Course Enrollment Data (N1)**, and the **Underrepresented Groups Report**. Efforts are appreciated to improve the consistency between the **E1** and the **Fall Term Enrollment (Web) Survey** submissions.

College Response:

Illinois Central College – Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (07/15)*	07/13/18	08/08/17	07/19/16	07/17/15	07/16/14
# Submissions to Final	1	1	2	2	2
Timeliness	on time	22 days late	4 days late	2 days late	1 day late
Duplicated Head Count	11456	9664	10046	11137	11846
Unduplicated Head Count	9175	7211	7587	7911	8115
# Error Codes in Final Submission	2	4	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.91 percent	2.55 percent	1.90 percent	2.12 percent	3.98 percent
% Unknown Age in Final Submission no value or .	1.80 percent	2.29 percent	1.76 percent	2.00 percent	3.80 percent
% Unknown Age in Final Submission unknown	0.01 percent	0.12 percent	0.05 percent	0.00 percent	0.04 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	31.49 percent	40.67 percent	32.00 percent	46.90 percent	48.32 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	54.87 percent	55.72 percent

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

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	08/31/18	08/30/17	08/17/16	09/08/15	09/22/14
# Submissions to Final	7	7	4	3	6

Timeliness	30 days late	29 days late	on time	36 days late	52 days late
Head Count (total incl. 0 hrs enroll.)	13132	13593	14279	15318	16239
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	4	2	2	3
# Critical Errors in Final Submission	1	1	0	0	0
% Records with Errors in Final Sub.	0.06 percent	0.16 percent	0.14 percent	0.07 percent	0.06 percent
% 0 Cumulative GPA in Final Sub.	7.80 percent	7.39 percent	9.22 percent	9.73 percent	9.85 percent
% 0 Cumulative Hours in Final Sub.	8.03 percent	4.01 percent	7.44 percent	7.48 percent	7.42 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	12.88 percent	11.89 percent	10.80 percent	11.35 percent	10.65 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	9.08 percent	8.59 percent	39.58 percent	40.47 percent	46.58 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	11.41 percent	12.08 percent	2.82 percent	1.35 percent	1.37 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	55.95 percent	57.33 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/31/18	09/12/17	08/29/16	09/08/15	09/18/14
# Submissions to Final	6	5	3	3	5

Timeliness	on time	11 days late	on time	7 days late	16 days late
Record Count (duplicate completions)	1893	2148	2138	2024	2154
Total Number of Completions from A1	1888	2138	2133	2013	2153
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	0.26 percent	0.42 percent	0.19 percent	0.74 percent	0.60 percent

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	09/04/18	08/25/17	08/19/16	07/31/15	08/30/14
# Submissions to Final	4	2	3	1	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	13132	13593	14279	15318	16239
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	07/31/15	08/30/14

# Submissions to Final	N/C*	N/C*	N/C*	1	1
Timeliness – Data Due	N/C*	N/C*	N/C*	on time	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	461	473
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.00 percent

*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/05/18	09/21/17	09/19/16	09/23/15	11/11/14
# Submissions to Final	5	5	4	2	2
Timeliness	1 day late	20 days late	on time	22 days late	on time
# Error Codes in Final Submission	3	2	1	1	1
# Critical Errors in Final Submission	2	1	0	0	0
% Records with Errors in Final Sub.	0.05 percent	0.03 percent	0.02 percent	0.01 percent	0.01 percent
% Dual Credit in Final	11.39 percent	8.22 percent	6.60 percent	6.39 percent	5.43 percent
% Remedial (PCS 14) in Final	3.86 percent	4.22 percent	4.53 percent	5.05 percent	5.73 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/28/18	09/29/17	10/24/16	10/20/15	09/29/14
# Submissions to Final	3	3	4	6	3
Timeliness	on time	on time	7 days late	19 days late	on time
Head Count in Final Submission	8875	9266	9290	9704	10296

Discrepancy between E1 & Survey	-70	0	0	-1	0
# Error Codes in Final Submission	1	2	3	3	1
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.15 percent	0.10 percent	0.43 percent	3.21 percent	0.11 percent
Current Intent Coverage in Final Sub % coded as unknown	10.57 percent	9.80 percent	8.73 percent	7.79 percent	26.86 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	98.67 percent	98.68 percent	98.71 percent	98.76 percent	98.95 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/11/18	09/11/17	09/29/16	09/16/15	09/30/14
Timeliness	on time	on time	on time	on time	on time
Head Count	8945	9266	9290	9705	10296
Discrepancy between E1 & Survey	+70	0	0	+1	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/12/18	10/10/17	10/11/16	10/12/15	10/22/14
# Submissions to Final	2	1	2	3	4
Timeliness	on time	on time	on time	on time	7 days late
# Error Codes in Final Submission	2	3	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.13 percent	1.94 percent	7.15 percent	7.75 percent	8.06 percent
% Unknown Employment Class (8)	5.35 percent	4.77 percent	4.39 percent	3.01 percent	3.69 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	10/26/15	10/15/14
# Submissions to Final	N/C*	N/C*	N/C*	4	1
Timeliness	N/C*	N/C*	N/C*	11 days late	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/15/18	10/11/17	10/13/16	10/15/15	10/15/14
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	11/05/18	10/19/17	10/28/16	12/10/15	10/17/14
Timeliness	4 days late	on time	on time	38 days late	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/01/19	02/01/18	02/03/17	02/11/16	02/06/15
Timeliness	on time	on time	on time	on time	on time

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

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/18/18	03/07/17	02/04/16	01/30/15
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/18/18	03/07/17	02/04/16	01/30/15
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/22/19	01/18/18	03/08/17	02/04/16	01/30/15
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/18/18	03/07/17	02/04/16	01/30/15
Timeliness	on time	on time	on time	on time	on time

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/13/19	02/21/18	03/10/17	03/16/16	03/04/15
Timeliness	12 days late	5 days late	30 days late	5 days late	30 days late

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	05/23/16	03/16/15
# Submissions to Final	N/C*	N/C*	N/C*	2	2
Timeliness	N/C*	N/C*	N/C*	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	40.00 percent	50.30 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	Yes

*The FS submission was eliminated in FY 17

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

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

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/13/19	06/13/18	06/08/17	06/15/16	06/12/15
# Submissions to Final	4	2	2	2	1
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	4.14 percent	6.19 percent	5.49 percent	6.65 percent	5.95 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	1.24 percent	0.82 percent	0.67 percent	0.38 percent	0.58 percent

*Due 06/17 in FY 19



RECOGNITION REPORT

JOHN A. LOGAN COLLEGE

April, 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
JOHN A. LOGAN COLLEGE
March, 2020

INTRODUCTION

During fiscal year 2019, the Illinois Community College Board (ICCB) conducted a recognition evaluation of John A. Logan College, District 530. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to John A. Logan College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between John A. Logan College's 2018-2019 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the Administrative Rule 23 Ill. Adm. Code 1501.302 a)3)A)i).

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

Compliance Recommendation: None.

2. Articulation

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

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

John A. Logan College reports that course and curriculum development are in compliance with Administrative Rule 302. An online assessment team evaluates online courses, and administrators and students evaluate face-to-face courses per faculty contract guidelines.

The college did not report the process it uses for course and program approval and review or composition of the committees—only that they were in compliance. It is unclear how a course or program is vetted and approved internally, the structure and composition of the committees who review said courses and programs, or if there is a review by administration. How items reach the Board of Trustees for approval, as required by board policy, were not evident in the submission.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.302 a) 2(A), the college should make clear what process it uses to implement a unit of instruction ensuring it is under the direct and continuous control of the college. The process to accomplish the implementation of programs must be clearly articulated.

College Response: The College maintains academic control of programs through the Curriculum and Instruction Committee (C&I) which is made up of 22 members that represent Advisors, Financial Aid, Admissions, Academic Dean and Associate Deans, Faculty, Nursing, Department Chairs, Coordinator of Transfer Programs and the Curriculum, Instruction and Compliance Director. See Administrative Procedure 301 Committee Structure of the College Council (Appendix A). C & I is one of six standing committees of the college. The C & I committee meets a minimum of 4 times during an academic year. Each course maintains a lead instructor for master syllabi and curriculum changes presented to the C & I committee as well as program changes, deletions and/or additions. See Administrative Procedure 302 Procedure for Curriculum Development (Appendix B).

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

As part of John A. Logan College's 2019 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rules 23 Ill. Adm. Code 1501.507(b) (11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2017 and 50 from fiscal year 2018. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2017 and 2018, including their credentials.

State Laws and Regulations and Accreditation Standards.

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

Instructors.

During fiscal years 2017 through 2018, it was reported that 32 instructors taught transfer (1.1) dual credit courses. Of these instructors, four do not hold the appropriate credentials for the discipline being taught. It was also reported that 26 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, two do not hold the appropriate credentials.

Students.

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

Course Offerings and Requirements.

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

Compliance Recommendation: In order to comply with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), John A. Logan College must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS)

courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: The previous Director of Dual Credit and Enrollment retired summer 2016. A new Director and administrative team began July 2016. All the files were reviewed for competency. The high schools had begun instruction for the FY 16-17 academic year, so schools were allowed to teach out the current course(s) and submit a professional development plan for competency. A letter was sent to the school districts and dual credit instructors. One high school accounting instructor has a Master's degree with a CPA licensure, so this individual was granted competency through tested experience.

6. Assessment Plans

John A. Logan College has implemented a ten-year assessment cycle to assess the college's five General Education Outcomes. The Assessment Steering Committee, approved as a standing committee in September 2018, reviews the assessment reports from the course-level, co-curricular, and programs outcomes teams. In Fall 2017, the college required a graduation survey be completed to allow students the opportunity to rate their preparedness for achieving their personal academic goals and meeting the five learning outcomes.

In 2016, Compass, the college's placement test, was discontinued and a task force from several areas, including Student Services, Testing, and Instruction, worked to identify a new placement test and to set new placement scores. The college currently uses Next-Generation Accuplacer for placement. With the implementation of this product, the college will also implement ACES (Admitted Class Evaluation Service) to evaluate their cut scores and inform placement decisions.

Compliance Recommendation: None.

7. Student Evaluation

John A. Logan College has a well-defined system for evaluating and recording student performance in courses and programs. In June 2018, the College completed a four-year Assessment Academy commitment through the Higher Learning Commission. A committee structure has been established to ensure that assessment is a faculty-led effort. The college has board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

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

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

The college provided opportunities for faculty and staff development, training, and assistance through the Teaching and Learning Center. Professional developments concentrate on the areas of instruction, online course development, use of the learning management system, active learning, best practices, and more. Additionally, the Learning Resource Center provides faculty with resources to support online course development in response to the increases in online course enrollment. The one-on-one training approach provides training based on the personal needs of the instructor. Plans are also to reinstate the Faculty Development Days in the 2019-2020 school year.

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

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

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

College Response: The two faculty members identified in the review will be asked to update their 2,000 work hour's experience and transcripts. If the work hours experience and/or transcript does not reflect the content area in which they teach, they will no longer be permitted to teach the dual credit course. The school(s) and teacher(s) will be notified and given an opportunity to develop a plan. The school(s) and teacher(s) will be given until May to develop a plan or be removed from the dual credit rooster.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard nine, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment, course catalog, and website. John A. Logan College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. It should be noted that while the CAREER Agreement is mentioned in the college's self-assessment, it is not mentioned anywhere in the college's course catalog or on the college's website that the ICCB could discern.

The college is a partner in the Southern Illinois Collegiate Common Market (SICCM), along with Kaskaskia College, Rend Lake College, Shawnee Community College, and Southeastern Illinois College. Additionally, the college participates in an intergovernmental agreement with Rend Lake College which provides additional, expanded dual credit coursework to the respective high school students of each college district. This agreement has been approved by the ICCB. As relayed in the self-assessment, all other cooperative agreements have been disbanded since the implementation of the CAREER Agreement.

Compliance Recommendation: None.

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

College Response: The career agreement was omitted in error from the college catalog. It has been placed in the upcoming college catalog to be released March 2020. The career agreement will also be made available on the college's website.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, college website, and the college's self-assessment. John A. Logan College's academic calendar includes at least 16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies comply with Administrative Rule 23 Ill. Adm. Code 1501.303 e) 6.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing John A. Logan College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systemic, collegewide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their review cycle. However, wider external stakeholder engagement, including business and industry partners, in the program review process is recommended to help advise the college on the development, implementation, and evaluation of relevant programming. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified. John A. Logan College should continue to review and utilize the recommendations and feedback given by the ICCB.

Compliance Recommendations: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling

Online postings are updated by the Director of Curriculum, Instruction, and Compliance on a regular basis. The Director of Advisement is a member of the Curriculum and Instruction Committee. All curriculum changes are sent through an email to the Advisement Security Group.

Students can make appointments through admissions or use the student portal to register for classes. Per the college's website, advising hours are Monday-Friday from 8:00 a.m. – 4:30 p.m.

Compliance Recommendation: None.

Advisory Quality Recommendation: Under the Student Services/Academic Support Standards of the ICCB Recognition Manual, colleges are expected to ensure all services are available at hours/days convenient for students (evenings, weekends). The ICCB recommends the college evaluate their current practices to ensure services are being provided in the most efficient and effective manner for all students.

College Response: The College does provide evening hours during late registration each semester for students until 6:00 p.m. The college has recently hired an evening CTE advisor that is available M-Th from 1 – 6:00 p.m. The college is evaluating data to select the best evening to extend Student Services/Academic Support hours to reach the most students. These hours will be posted online and will be implemented fall 2020.

Currently the learning lab and library are open one night a week until 6:00 p.m. The College will coincide all the evening hours to the same day and times.

The two Extension centers have two nights a week they are open and staffed with an Advisor until 9:00 p.m. This will be publicized more in the school districts and the campus. The college will also post hours online.

Part B: Financial Aid

The financial aid program provides students with information about, and access to, available financial support. The Financial Aid office operates from 8:00 a.m. – 4:30 p.m. Monday thru Friday.

Staff assist and counsel students and families to help them identify the available financial resources to support them in their pursuit of a college education. Financial assistance at John A. Logan College is available in the form of grants, part-time student employment, and scholarships. The Financial Aid Office provides computers to assist students in applying for financial aid. In addition, students can receive one-on-one counseling from staff with their financial aid issues and questions.

Compliance Recommendation: None.

Advisory Quality Recommendation: Under the Student Services/Academic Support Standards of the ICCB Recognition Manual, colleges are expected to ensure all services are available at hours/days convenient for students (i.e., evenings and weekends). The ICCB recommends the college evaluate their current practices to ensure services are being provided in the most efficient and effective manner for all students.

Part C: Placement

The Career Services Office provides career counseling, career exploration, and resources to assist students in choosing a major and career. Individual appointments are available for career guidance to instruct and advise clients' on the job search process, including resume and cover letter writing and interviewing skills.

Compliance Recommendation: None.

Part D: Support Services

In addition to academic advising, transfer, and career services, John A. Logan College provides various support services to students, which include disability services, Early Alert, tutoring, mental health evaluations and services, Trio, and veteran's services.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

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

Approximately 150 course sections from the summer 2017, fall 2017, and spring 2018 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff checked 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. The midterm certification documents were based on attendance only. While this produces a mostly accurate claim, the certification needs to be based on active pursuit of the student identified by the instructor.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507e) the district should change its credit claiming policy to collect the active pursuit of students and use this data to claim credit hours.

College Response: During the self-study onsite visit, the finding and recommendation were the college create an additional category for our midterm reporting. We added NP (not participating) to the report for students who are not actively pursuing the course. JALC implemented the new category, fall 19 semester. The change was presented to Department Chairs, Faculty Orientations, Faculty Welcome Back day and Adjunct Faculty Orientation. An email with specific instructions was sent to all faculty as a follow-up.

Advisory Recommendation: It is advised that the district generate a credit hour claim report that contains all of the necessary data points to support the submitted data. An example of this report can be obtained from ICCB staff or the MIS manual.

College Response: An internal audit will be conducted yearly following the MIS manual report. This audit will be conducted by the Director of Curriculum, Instruction and Compliance and the Associate Dean of Admissions.

Student Residency

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

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

Compliance Recommendation: None.

3. Financial Planning

A four-year financial projection model for the general funds has been developed by the district. The model contains variables to see the financial impact through fiscal year 2022. The variables include every source of general fund revenue and, on the expense side, modeling, by changing expense function predictions and expense object predictions, is possible. The model also predicts general fund ending balances which result from the decisions made regarding the variables.

The model will be shared with the Board Budget & Finance Committee as an agenda item for the March 2020 committee meeting in preparation for the development of the 2021 fiscal year budget. Using the expected revenues and expenses, the model predicts the general fund ending balance will remain within the acceptable goal range established by the college of 25 percent to 50 percent of annual operating expenditures through fiscal year 2022. The administration recognizes broader-based input into the variables that drive the long-range planning model is needed. There are plans to seek additional input from the Strategic Planning Committee and various administrative staff. This is anticipated during the fiscal year 2020 budget development process just getting underway.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects

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

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects

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

Compliance Recommendation: None.

Part C: Facilities Data Submissions

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

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

Compliance Recommendation: None.

Square Footage of Planned Construction and Owned Land

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

Compliance Recommendation: None.

Project Status Reports

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

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

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

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements The latest five years of Illinois Community College Board (ICCB) data submissions by John A. Logan College were reviewed— generally this includes fiscal years 2015-2019 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to strengthen further data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of

funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2019 submission contained one critical error, and this data was verified by college officials as valid and accurate. John A. Logan College's A1 submission met the reporting deadline in none of the past five fiscal years; the submissions were finalized between two and a half weeks and six weeks past the reporting deadline. The submissions took between six and ten submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent ranged between 20 percent and 77 percent across the five years studied. The proportion of records with unknown Current Intent ranged between less than one percent and 38 percent across the five years reviewed. Coverage of Entry Intent and Current Intent is an area for further improvement. The proportion of records with unknown Highest Degree Previously Earned ranged between one percent and 70 percent across the five years studied. The proportion of records with unknown High School Rank was about 98 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in four of five fiscal years reviewed; the fiscal year 2017 was finalized eight days late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. John A. Logan College met the reporting deadline in two of the five years reviewed; the fiscal year 2017 submission was finalized eight days late, the fiscal year 2016 submission was 13 days late, and the fiscal year 2015 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. The proportion of records with unknown Race/Ethnicity ranged between three percent and six percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. John A. Logan College met the reporting deadline in one of the two years reviewed. The number of submissions needed to finalize the data was two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. John A. Logan College met the reporting deadline in one of the five years reviewed; the fiscal year

2019 and the fiscal year 2018 submissions were finalized six days late; the fiscal year 2017 submission was nearly four months late, and the fiscal year 2015 submission was finalized three and a half weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to seven, and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2019 and the fiscal year 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2016 submission was finalized more than four months late, and the fiscal year 2015 submission was finalized two days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to five, and there were no critical errors in the final submissions in five of the five years reviewed. John A. Logan College met the reporting deadline for the **Fall Enrollment Survey** in four of the five years reviewed; the fiscal year 2016 submission was finalized one month past the reporting deadline. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in one of the five years reviewed: 738 records in fiscal year 2016.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. John A. Logan College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2019 submission was finalized 10 days late, and the fiscal year 2018 submission was finalized two and a half weeks past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than four percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity has been increasing each year over the five years from 13 percent in fiscal year 2015 to 33 percent in fiscal year 2019. The Highest Degree Previously Earned variable was unknown for about 50 percent of the records in fiscal year 2016 and for five percent of the records in fiscal year 2015. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2017 submission was finalized 17 days late, and the fiscal year 2016 submission was finalized three months late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in neither of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in two of the two years reviewed. The response rate met the ICCB minimum standard in one of the two submissions reviewed: 2015 (50.00 percent).

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

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

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. John A. Logan College met the submission deadline in three of the past five years reviewed. The number of submissions needed to finalize the data ranged from two to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. John A. Logan College met the reporting deadline in each of the five years reviewed for the Hispanic Employment Plan Survey and in four of the five years reviewed for the African American Employment Plan Survey, the Bilingual Needs and Bilingual Pay Survey, and the Asian American Employment Plan Survey; the fiscal year 2018 submissions were finalized five days late. 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 two of the past five fiscal years; the fiscal year 2019 and the fiscal year 2016 submissions were finalized four and a half months late, and the fiscal year 2015 submission was finalized eight days past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory (Quality) Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from John A. Logan College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Course Data (AC)**, and the **Underrepresented Groups Report**.

College Response: Difficulties with the timeliness of submission of the Annual Enrollment and Completion Data (A1) reports have often been the result of inaccurate data and the length of time required to manually correct those data. The College will strive to improve original accurate data to help reduce the time required for corrections and submission. The Annual Course Data (AC) was on time this year and the submission time was vastly improved the prior two years. Efforts to be on time will continue. The Responsibility for the Underrepresented Groups Report has been transferred to the Coordinator of Grant Development. The Coordinator works closely with many of the offices associated with this report and should be better equipped to submit higher quality and on-time reports.

John A. Logan College – Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (07/15)*	07/26/18	08/03/17	07/14/16	07/13/15	07/15//14
# Submissions to Final	3	3	2	4	2
Timeliness	10 days late	17 days late	on time	on time	on time
Duplicated Head Count	13141	12539	8184	8873	7127
Unduplicated Head Count	8649	8346	5690	6707	5663
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	3.44 percent	2.86 percent	2.27 percent	2.61 percent	2.70 percent
% Unknown Age in Final Submission no value or .	3.26 percent	2.20 percent	2.02 percent	2.34 percent	2.50 percent
% Unknown Age in Final Submission unknown	0.05 percent	0.06 percent	0.10 percent	0.11 percent	0.11 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	32.67 percent	32.49 percent	20.20 percent	17.69 percent	13.05 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	47.37 percent	4.98 percent

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

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	08/30/18	08/18/17	10/07/16	09/14/15	09/04/14
# Submissions to Final	7	6	6	10	7
Timeliness	29 days late	17 days late	36 days late	42 days late	34 days late

Head Count (total incl. 0 hrs enroll.)	13731	18998	21571	9945	17063
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	1	1	1	1
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.13 percent	0.08 percent	0.07 percent	0.93 percent	3.99 percent
% 0 Cumulative GPA in Final Sub.	46.62 percent	2.70 percent	74.05 percent	17.19 percent	34.60 percent
% 0 Cumulative Hours in Final Sub.	3.34 percent	2.33 percent	0.25 percent	4.56 percent	2.91 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	19.58 percent	77.16 percent	28.04 percent	49.88 percent	55.79 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	17.72 percent	37.91 percent	0.37 percent	25.49 percent	29.50 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	20.81 percent	39.96 percent	68.62 percent	0.93 percent	0.63 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	98.35 percent	97.82 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/28/18	08/23/17	09/23/16	09/14/15	09/03/14
# Submissions to Final	2	5	3	4	2
Timeliness	on time	on time	8 days late	13 days late	1 day late
Record Count (duplicate completions)	837	832	836	1154	1179
Total Number of Completions from A1	837	829	819	1135	1142

More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	1	1	0	0
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.24 percent	0.12 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	2.87 percent	4.09 percent	2.51 percent	6.15 percent	2.97 percent

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	09/04/18	08/29/17	09/23/16	08/25/15	08/22/14
# Submissions to Final	5	3	4	2	2
Timeliness – Data Due	on time	on time	8 days late	on time	on time
Head Count in Final Submission	13731	18998	21571	9945	17063
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	2	4	4	4
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	08/20/15	09/04/14
# Submissions to Final	N/C*	N/C*	N/C*	2	2
Timeliness – Data Due	N/C*	N/C*	N/C*	on time	2 days late
Head Count in Final Submission	N/C*	N/C*	N/C*	242	263
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0

% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.00 percent
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*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/10/18	09/07/17	01/11/17	08/28/15	12/11/14
# Submissions to Final	4	3	3	7	6
Timeliness	6 days late	6 days late	111 days late	on time	24 days late
# Error Codes in Final Submission	2	2	1	1	1
# Critical Errors in Final Submission	1	1	0	0	0
% Records with Errors in Final Sub.	0.04 percent	0.07 percent	0.04 percent	0.29 percent	0.64 percent
% Dual Credit in Final	5.76 percent	5.69 percent	3.92 percent	3.99 percent	3.07 percent
% Remedial (PCS 14) in Final	2.30 percent	2.00 percent	1.73 percent	3.07 percent	2.20 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/25/18	09/29/17	09/28/16	02/05/16	10/03/14
# Submissions to Final	4	3	5	5	5
Timeliness	on time	on time	on time	127 days late	2 days late
Head Count in Final Submission	4040	3933	4424	3575	6718
Discrepancy between E1 & Survey	0	0	0	-738	0
# Error Codes in Final Submission	1	1	1	3	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.66 percent	0.81 percent	0.74 percent	5.53 percent	4.36 percent
Current Intent Coverage in Final Sub % coded as unknown	3.27 percent	7.60 percent	6.80 percent	5.90 percent	33.75 percent

Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	99.75 percent	99.26 percent	98.12 percent	97.15 percent	98.81 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/12/18	09/29/17	09/28/16	11/02/15	10/01/14
Timeliness	on time	on time	on time	32 days late	on time
Head Count	4040	3933	4424	4313	6718
Discrepancy between E1 & Survey	0	0	0	+738	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/12/18	10/16/17	10/14/16	10/22/15	10/22/14
# Submissions to Final	1	2	1	3	3
Timeliness	on time	on time	on time	7 days late	7 days late
# Error Codes in Final Submission	2	2	3	3	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.29 percent	3.34 percent	11.82 percent	12.50 percent	13.00 percent
% Unknown Employment Class (8)	2.97 percent	3.56 percent	4.41 percent	6.99 percent	6.83 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	10/15/15	10/15/14
# Submissions to Final	N/C*	N/C*	N/C*	2	2
Timeliness	N/C*	N/C*	N/C*	on time	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/15/18	10/23/17	11/07/16	10/15/15	10/14/14
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	10/12/18	10/31/17	11/18/16	01/28/16	10/27/14
Timeliness	on time	on time	17 days late	87 days late	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/01/19	02/07/18	01/30/17	02/01/16	02/13/15
Timeliness	on time	on time	on time	on time	on time

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

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/07/18	03/08/17	02/04/16	01/29/15
Timeliness	on time	5 days late	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/07/18	03/08/17	02/04/16	01/29/15

Timeliness	on time	5 days late	on time	on time	on time
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*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/07/18	03/08/17	02/04/16	01/28/15
Timeliness	on time	5 days late	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/07/18	03/08/17	02/04/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	06/12/19	02/16/18	02/08/17	07/20/16	02/10/15
Timeliness	131 days late	on time	on time	131 days late	8 days late

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	07/13/16	07/06/15
# Submissions to Final	N/C*	N/C*	N/C*	3	1
Timeliness	N/C*	N/C*	N/C*	43 days late	35 days late
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0

% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	8.33 percent	50.00 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	Yes

*The FS submission was eliminated in FY 17

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

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

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/13/19	06/13/18	06/13/17	06/23/16	06/25/15
# Submissions to Final	2	2	2	2	3
Timeliness	on time	on time	on time	8 days late	10 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.	3.06 percent	1.21 percent	10.37 percent	10.21 percent	10.08 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	0.00 percent	0.20 percent	0.38 percent	0.18 percent	0.49 percent

*Due 06/17 in FY 19

Committee Structure of the College Council

Administrative Procedure 301

The following is the committee structure of the College Council. The College Council has **six** standing committees with the following duties:

ASSESSMENT STEERING COMMITTEE

(makes recommendations to the vice-president for instructional services)

- monitor the systematic progress of the assessment of student learning.
- assist in utilizing data from the assessment of student learning for the improvement of curriculum, teaching, and student learning.

CAMPUS LIFE COMMITTEE

(makes recommendations to the appropriate vice-president for each area)

- deals with current issues and new developments that affect students, faculty, staff, and administration for the betterment of the College.

CURRICULUM AND INSTRUCTION COMMITTEE

(makes recommendations to the vice-president for instructional services)

- approves all new curriculum and course proposals which are then subject to College Council for final approval;
- assists in the development of curriculum;
- develops internal policies delineating the procedures through which curricular changes are achieved; and
- develops policies and procedures designed to encourage the improvement of instruction.

ENVIRONMENTAL AND BUSINESS SERVICES COMMITTEE

(makes recommendations to the vice-president for business services)

- deals with environmental and sustainability issues on campus, including encouraging recycling efforts and evaluating their impact, and the encouragement of “sustainable thinking” in all that we do;
- deals with issues involving business policies and procedures; and
- deals with issues involving College buildings and grounds, including campus signage.

INTEGRATED TECHNOLOGY COMMITTEE

(makes recommendations to the appropriate vice-president for each area)

- responsible for developing recommendations for College technology procedures, initiatives, and policy recommendations to the Board Policy Committee;
- operates through the participation of subcommittees representing all areas of technology application in the College; and
- are empowered to make and implement decisions relating to technology, both administrative and instructional in nature.

RECRUITMENT AND RETENTION COMMITTEE

(makes recommendations to the vice-president for instructional services)

- develops initiatives to improve recruiting and increase retention; and
- reviews recruiting and retention efforts on a regular basis.

Any change in the scope or purpose of these committees must be approved by the College Council. All members of the College Council are eligible for membership on a standing committee. Membership on a standing committee is determined by the vice-president for instructional services, except where specified by contractual agreement, by August 1 of each year and will be distributed to the College Council membership by the first meeting of each academic year. Requests for membership on a standing committee may also be made to the vice-president for instructional services. A committee should not exceed 25 members unless approved by the vice-president for instructional services. Standing committees will report to the College Council at all College Council meetings. Standing committees shall bring recommendations to the College Council for review, consideration, and vote. As necessary, standing committees may be added by College Council approval.

SPECIAL COMMITTEES

The College Council has special committees assigned to the standing committees. All members of the College Council are eligible for membership on special committees. Membership on a special committee is determined by the vice-president for instructional services, except where specified by contractual agreement, by August 1 of each year and will be distributed to the College Council membership by the first meeting of each academic year. Requests for membership on a special committee may also be made to the vice-president for instructional services. A committee should not exceed 25 members unless approved by the vice-president for instructional services. All special committees are linked to a designated standing committee of the College Council as follows:

Assessment Steering Committee

- **SLO Course Assessment Committees**
- **Co-Curricular Assessment Committee**
- **Program Outcomes Assessment Committee**

Campus Life Committee

- Diversity Committee
- Professional Development Committee
- Scholarship Committee

Curriculum and Instruction Committee

- Articulation Committee
- **Distance Learning Committee**
- Dual Credit Committee
- International Education Committee
- Online Assessment Committee
- Sabbatical Committee

Committee Structure of the College Council

Administrative Procedure 301

Environmental and Business Services Committee

- Insurance Committee

Integrated Technology Committee

- Administrative Systems Committee
- Infrastructure Committee
- Institutional Research Committee
- Educational Technology
- User Support Committee
- Website Committee

Recruiting and Retention Committee

- (none at this time)

Informational reports regarding the activities of the special committees may be given to the College Council by the chair of each special committee. Special committees should submit minutes to the chair of the standing committee. Recommendations regarding policy and procedural changes must come through the special committee structure and require action by the College Council.

AD HOC COMMITTEES

Ad hoc committees of the College Council may be appointed.

All members of the College Council are eligible for membership on ad hoc committees. Membership on an ad hoc committee is determined by the chair with College Council approval. As ad hoc committees are established, their purpose and conclusions will be recorded and retained by the vice-president for instructional services. Ad hoc committees will be discontinued when they accomplish the specific purpose for which they were established. Informational reports regarding the activities of ad hoc committees may be given to the College Council by the chair of each ad hoc committee. Ad hoc committees should report their final activities and conclusions to the College Council. Recommendations regarding policy and procedural changes must come through the ad hoc committee structure and require action by the College Council.

ORIGINAL SIGNED BY PRESIDENT RON HOUSE

President

SEPTEMBER 27, 2018

Date

ADOPTED: APRIL 1, 1980

AMENDED: NOVEMBER 8, 1982; MARCH 30, 1992;

SEPTEMBER 20, 1993; OCTOBER 1, 1998; AUGUST 1, 2006; APRIL 1, 2010; APRIL 1, 2013; MAY 27, 2014; MARCH 8, 2017; **SEPTEMBER 27, 2018**

CROSS REF.:

**Procedure for Curriculum
Development**

Administrative Procedure 302

**PROGRAM DEVELOPMENT SEQUENCE
(BACCALAUREATE TRANSFER AND CAREER DIVISIONS)**

1. The primary responsibility for the development of new programs is delegated to the vice-president for instructional services.
2. After preliminary planning work by the vice-president for instructional services in conjunction with appropriate persons at the College, all new program ideas will be submitted to the president for recommendation to the Board of Trustees, if appropriate.
3. Following authorization by the president and Board of Trustees, approval to proceed with program development will be requested from the Illinois Community College Board (ICCB).
4. Subsequent to ICCB approval, the program curriculum will be submitted to the College Curriculum and Instruction Committee, the College Council, **the vice-president for instructional services** and the president--in that order--for approval.
5. Final approval of the program is then requested from the Illinois Community College Board and the Illinois Board of Higher Education.
6. **A copy of the Illinois Community College Board (ICCB) and the Higher Learning Commission (HLC) approval documents are sent to the Office for Student Financial Assistance and submitted to the Department of Education for approval to receive Title IV funding (needed for certificates only).**
7. After final approval is received, the responsibility for program implementation then reverts to the vice-president for instructional services, the dean, and the appropriate associate dean or department chair.

**COURSE DEVELOPMENT SEQUENCE
(BACCALAUREATE TRANSFER AND CAREER DIVISIONS)**

1. Primary responsibility for the development of new courses for existing programs is delegated to the vice-president for instructional services, the dean, and the appropriate associate dean or department chair.
2. All new course ideas are initiated at the departmental level.
3. Following approval by the dean, detailed course proposals are submitted to the Curriculum and Instruction Committee, the College Council, **and the vice-president for instructional services** --in that order--for approval.
4. All course proposals must be submitted in writing using a standard format as follows:
 - A. course title, prefix, number; **and IAI number**
 - B. credit hours, lecture hours, lab hours;
 - C. course description;
 - D. **course prerequisites;**
 - E. specific course objectives;
 - F. detailed course outline;
 - G. course requirements and method of evaluation;
 - H. text and other required materials;

- I. reference or resource materials;
 - J. students to be served; and
 - K. initial offering date.
5. Following approval by the Curriculum and Instruction Committee and College Council, course proposals are submitted to the vice-president for instructional services for **approval and** completion.
 6. Final approval is then obtained from the president, after which the course is submitted to the ICCB for approval.
 7. Following ICCB approval, the course is added to the College's course master in the administrative computer by staff in the office of the vice-president for instructional services for submission to the College's computer service.
 8. Finally, the appropriate administrator arranges for the initiation of the course.

CONTINUING EDUCATION AND BUSINESS AND INDUSTRY CENTER PROGRAM AND COURSE DEVELOPMENT SEQUENCE (INCLUDING OFFERINGS IN THE AREAS OF PUBLIC SERVICE)

1. Program and course ideas are submitted to the appropriate program director.
2. Following approval by the appropriate director, program and course ideas are submitted to the vice-president for instructional services for approval.
3. After approval, the vice-president for instructional services submits programs and courses to the president for approval and authorization to request formal approval from the ICCB.
4. Courses are initiated by the appropriate director following ICCB approval and appropriate coding by the Office of the Vice-President for Instructional Services.

**RESPONSIBILITIES OF CURRICULUM AND INSTRUCTION COMMITTEE
AND COLLEGE COUNCIL FOR CURRICULUM DEVELOPMENT**

Utilizing the procedures previously outlined in this policy, the Curriculum and Instruction Committee and College Council consider significant changes, additions, or deletions to the programs and courses offered in the Baccalaureate Transfer and Career Divisions. To receive consideration, items must be submitted to the Curriculum and Instruction Committee at least **two weeks** prior to the scheduled meeting of this Committee.

1. Curricular matters **submitted for approval** by the committee include:
 - A. adoption of new courses and curricula;
 - B. significant revision of course description or title;**
 - C. credit hours change;**
 - D. prerequisite change;**
 - E. revision of curricula; and**
 - F. dropping courses and curricula.

2. Curricular matters **reported as information only to the committee include:**
 - A. changes which do not significantly alter a course, i.e., minor revision of description **or title**;
 - B. course numbers;
 - C. curricula footnotes; and**
 - D. non-traditional delivery.**
3. The Curriculum and Instruction Committee upon receipt and study of a curricular proposal may take one of the following actions:
 - A. recommend approval;
 - B. recommend rejection accompanied with reasons;
 - C. recommend to the department that further study and revision be made; or
 - D. recommend approval with changes.
4. Faculty members are encouraged to attend meetings of the Curriculum and Instruction Committee to voice their opinions of proposed curricular changes.
5. Recommendations of the Curriculum and Instruction Committee will be submitted to the College Council for its consideration. Proposals must be submitted one full week in advance of the scheduled meeting of this group to receive consideration. This group may take one of the following actions:
 - A. recommend approval;
 - B. recommend rejection accompanied with reasons;
 - C. recommend to the department that further study and revision be made; or
 - D. recommend approval with changes.
6. Recommendations of the College Council will be submitted to the president through the vice-president for instructional services for his or her consideration and recommendation.
7. Recommendations of the president concerning the entire curriculum or program will be submitted to the Board of Trustees. Recommendations of the president concerning individual course changes will be submitted to the ICCB.

BACCALAUREATE TRANSFER AND CAREER PROGRAM DEVELOPMENT SEQUENCE

1. Program ideas from departments, faculty, administrators, and outside agencies to vice-president for instructional services for initial consideration as to need and feasibility.
2. Preliminary planning work involving appropriate staff.
3. Need survey and initial program development by vice-president for instructional services or designee. Possible formation of advisory committee.
4. Vice-president for instructional services or designee finalizes proposed program and submits to College president.
5. Approval by College president.
6. Board approval of program idea and projected budget.

7. Occupational Curriculum Approval Application, Part "A", request to ICCB--feasibility analysis for approval to proceed with development of program.
8. Approval received from ICCB.
9. Advisory Committee formation if not achieved earlier.
10. Program and courses finalized.
11. Approval of curriculum by Curriculum and Instruction Committee.
12. Approval of curriculum by College Council.
13. President's final approval of program and budget.
14. Occupational Curriculum Approval Application, Part "B", and Form 11 Course Approval to ICCB and IBHE requesting final program approval.
15. Approval by ICCB and IBHE.
- 16. Approval documents from HLC and ICCB sent to the Office for Student Financial Assistance and submitted to the Department of Education for Title IV approval. (Needed for certificate programs only.)**
17. Form 22--Curriculum addition to ICCB.
18. Initiation of program by appropriate dean and department.

**BACCALAUREATE TRANSFER AND CAREER COURSE DEVELOPMENT SEQUENCE
(IF NOT APPROVED AS PART OF ORIGINAL PROGRAM)**

1. Course ideas from departments, faculty members, administrators, and other persons.
2. Consideration by divisional chairs.
3. Consideration by appropriate department faculty.
4. Approval by appropriate dean.
5. Approval by Curriculum and Instruction Committee.
6. Approval by College Council.
- 7. Approval by vice-president for instructional services.**
8. Vice-president for instructional services or designee--completes proper forms and attachments.
9. Approval by College president.
10. Form 11 to ICCB for approval.

11. Approval from ICCB.
12. Initiation of course by appropriate administrator.

CONTINUING EDUCATION PROGRAM AND COURSE DEVELOPMENT SEQUENCE

1. Ideas from faculty, administrators, outside agencies, and other persons.
2. Consideration and approval by associate dean and dean.
3. Approval by vice-president for instructional services
4. Authority to submit course to ICCB from College president.
5. Approval by ICCB.
6. Initiation of course by appropriate administrator.

(Original signed by President Ron House)
PRESIDENT

March 4, 2016
DATE

ADOPTED: NOVEMBER 8, 1982
AMENDED: JULY 8, 1985; JULY 1, 1996; MARCH 4, 2016
REVIEWED:
CROSS REF.: BOARD POLICY 3210



RECOGNITION REPORT

KISHWAUKEE COLLEGE



April, 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
KISHWAUKEE COLLEGE
March, 2020

INTRODUCTION

During fiscal year 2019 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Kishwaukee College, District 523. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Kishwaukee College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Kishwaukee College's 2018-2019 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the Administrative Rule 23 Ill. Adm. Code 1501.302 a)3)A)i).

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

Compliance Recommendation: None.

2. Articulation

Kishwaukee College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) with options in Art and Art Education, and the Associate in Engineering Science (A.E.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation for non-IAI-approved courses includes signed/dated Form 13's or documentation from Transferology.com 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: IAI codes, Form 13 documentation, 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 Kishwaukee College, oversight of the design, conduct, and evaluation of academic programs for quality assurance and academic planning rests with the Vice President for Instruction. Through a series of evaluation processes (Annual Program Review, Annual Historical Financial Analysis, Credit Hour Analysis, and annual assessment plan review), the college regularly evaluates the alignment of program

outcomes with institution's expressed student success and benchmarks. Additionally, the Vice President of Instruction oversees the process of evaluating faculty (annually for probationary and new faculty, and every five years for non-probationary faculty) using a formal evaluation tool process and student evaluations.

Compliance Recommendation: None

4. Curriculum

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

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

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

Compliance Recommendation: None.

5. Dual Credit

As part of Kishwaukee College's 2019 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rules 23 Ill. Adm. Code 1501.507(b)(11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2017 and 50 from fiscal year 2018. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2017 and 2018, including their credentials.

State Laws and Regulations and Accreditation Standards.

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

Instructors.

During fiscal years 2017 through 2018, it was reported that 22 instructors taught transfer (1.1) dual credit courses. Of these instructors, one instructor did not have the appropriate credentials for the courses being taught. It was reported that 29 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, one instructor did not have the appropriate credentials.

Students.

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

Course Offerings and Requirements.

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

Compliance Recommendation: In order to comply with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Kishwaukee College must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB also recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: Kishwaukee College understands the critical nature of compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), and ensuring that all dual credit instructors have adequate credentials to teach courses they are assigned.

The College concedes compliance and documentation problems for 2017. The College has since taken several corrective actions. In Fall and Spring of 2017, an internal audit of faculty qualifications was completed, with credentials maintained in the College's Enterprise Resource Planning System. The College reviewed all current dual credit instructor files prior to a Higher Learning Commission site visit and we are confident faculty minimum requirements are met and appropriate documentation is on file. In the Summer of 2018, a Faculty Credentials Manual was created, along with College forms for both the Verification of Academic Credentials for College Teaching and a Tested

Experience. The college took additional corrective action by hiring a Coordinator of Curriculum and Program Development in 2018 and a Dual Credit & Curriculum Specialist in 2019 who are instrumental in assuring appropriate documentation of qualifications for dual credit instructors.

6. Assessment Plans

Kishwaukee College has in place a policy and process to record and evaluate student performance in courses. The Vice President of Instruction reviews syllabi, program review reports, and data required for new course/program proposals. The Dean of Academic Support and Effectiveness co-chairs the Assessment Committee with the Faculty Coordinator. Each department submits assessment of student learning outcomes results, action plans, and an Annual Program Review Update Form annually. The Curriculum Committee reviews revisions to course-level student learning outcomes, with support by the Assessment Committee.

In 2018, the college developed a comprehensive assessment and placement process that integrated multiple measures for students to demonstrate college readiness in English and mathematics. In 2019, the “Recommendations of the Illinois Community College Chief Academic Officers (ICCAO) & Illinois Community College Chief Student Services Officers (ICCCSSO) on Placement Methods and Scores” were fully integrated for English, with all but GPA alignment integrated for mathematics. The college reports regular monitoring of cohorts’ successful remediation and success rates for initial (first) college courses.

Compliance Recommendation: None.

7. Student Evaluation

Kishwaukee Community College has a well-defined system for evaluating and recording student performance in courses and programs. The college has board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

Kishwaukee College reported that the Vice President of Instruction reviews the credentials of faculty members to ensure compliance with meeting the appropriate standards for teaching in the respective disciplines. Faculty teaching 1.1 courses hold a master’s degree with a minimum of 18 credit hours in the course discipline. Faculty teaching a 1.2 course hold a bachelor’s degree or higher in their respective field.

According to the requisite Recognition standard, the college provided transcripts and relevant work experience evidence for 25 of the 25 courses requested full- and part-time faculty who taught in the academic year 2017-2018, which was requested by the ICCB.

The ICCB review of the faculty transcripts provided by the college showed that two faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

The Teaching and Learning Center (TLC) provides professional development for faculty. The Dean of Academic Support and Effectiveness provides leadership for adjunct development, TLC programming, faculty orientations, probationary faculty seminary track, and online course development. These developments offer a series of programming designed to advance strategic plan priorities. Additionally, all faculty teaching courses are eligible for tuition waivers and full-time employees with one full year of service are eligible for tuition reimbursement for approved coursework completed successfully at approved institutions of higher education.

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

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

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

College Response: Kishwaukee College understands the critical nature of compliance with Administrative Rule 23 Ill Adm. Code 1501.303(f), and ensuring that all faculty have adequate credentials to teach courses they are assigned.

The College concedes compliance and documentation problems for 2017. The College has since taken several corrective actions. In Fall and Spring of 2017, an internal audit of faculty qualifications was completed, with credentials maintained in the College's Enterprise Resource Planning System. In the Summer of 2018, a Faculty Credentials Manual was created, along with College forms for both the Verification of Academic Credentials for College Teaching and Tested Experience.

9. Cooperative Agreements and Contracts

As part of the recognition review for Standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment and the college's course catalog. Kishwaukee College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The CAREER Agreement is referenced several times within the college's course catalog.

It is unclear if the college participates in any additional inter-district cooperative agreements with community college districts, as the college did not provide a list of existing cooperative agreements. It should be noted that within the college's self-assessment, all indicators of compliance and indicators of quality under standard nine had the designation "N/A".

Compliance Recommendation: The ICCB requires that Kishwaukee College complete the applicable indicators of compliance and indicators of quality for Standard 9 within the self-assessment. Although the college gave each indicator the designation of "N/A", the college participates in the CAREER Agreement, as well as an agreement with Oregon Community School District #220 (Highland Community College, Rock Valley College, Sauk Valley Community College), as stated in the college's course catalog. Submit a list of applicable cooperative agreements as a part of the college's response.

College Response: The College participates in the CAREER Agreement, and an agreement with Highland Community College, Rock Valley College, and Sauk Valley Community College on the tuition charged to Oregon Community School District #220 residents, as outlined on page 10 and 21 of our 2019-2020 College Catalog. While Oregon High School physically resides in the Sauk Valley Community College district and Local Workforce District #4, the high school district and workforce district boundaries are much broader and include sections of the Highland, Rock Valley, Sauk Valley, and Kishwaukee College districts. This single agreement addresses the overlap for Oregon High School students residing in community college districts outside of the Sauk Valley district boundary.

Standard 1j: Cooperative Agreements and Contracts: A new unit of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency is subject to approval by the ICCB as indicated in Section 1501.302.

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

b. Out-of-District Cooperative Agreements for Instruction: A community college district may enter into contractual arrangements with other public or nonpublic institutions of higher education for the delivery of units of instruction upon approval by ICCB.

c. Extension of Curricula/Credit Courses into another Community College District: A community college may extend previously approved credit courses into another community college district with approval of the other community college district.

Indicators of Compliance:

· All Cooperative Agreements have been approved by the ICCB.

Procedure: The Vice-President of Instruction, appropriate department dean and full-time faculty annually review cooperative agreements.

Findings: Current Cooperative Agreements meet the standards and expectations of the college and have been approved by the ICCB.

Action: The College has made the decision to rename cooperative agreements. Moving forward, these will be Career Agreements.

· Cooperative agreement contracts / agreements are current and reflect existing practices.

Procedure: The Vice-President of Instruction, appropriate department dean and full-time faculty annually review cooperative agreements.

Findings: Current Cooperative Agreements meet the standards and expectations of the college and have been approved by the ICCB.

Action: Annual review will continue.

Indicators of Quality:

· Cooperative agreements enhance student access, meet labor market needs and meet programmatic needs for the region.

Procedure: The Vice-President of Instruction, appropriate department dean and full-time faculty annually review workforce data and complete program and labor gap analysis.

10. Academic Calendar

As part of the recognition review for standard ten, Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, college website, student handbook, and the college's self-assessment. Kishwaukee's academic calendar includes at least 15 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies comply with Administrative Rule 23 Ill. Adm. Code 1501.303 e) 6.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Kishwaukee College's program review process and submission, it is apparent that all instructional programs have been reviewed utilizing a systemic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it is evident that the college utilizes the program review process in its strategic planning and program improvement efforts. Kishwaukee College should continue to review and utilize the recommendations and feedback given by the ICCB. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

Compliance Recommendations: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling

Kishwaukee'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. – 5:00 p.m. Mon. – Thurs and 8:00 a.m. – 4:00 p.m. on Fridays.

The advisors/counselors meet with the academic deans and regularly participate in academic division meetings to maintain knowledge of the curriculum. Students can complete career assessments, have them interpreted by qualified advising/counseling staff, and establish an individualized plan toward career development.

Compliance Recommendation: None.

Part B: Financial Aid

The financial aid program provides students with information about, and access to, available financial support. The office hours are 8:00 a.m. – 5:00 p.m. Mon. – Thursday and 8:00 a.m. – 4:00 p.m. Friday, with appointments available. Students can view what forms have been received and what awards they were awarded in their myKC self-service account. Students are notified by email regarding eligibility and ineligibility for various programs. Students receive information regarding the application process for private scholarships and contact information for other institutional and private assistance programs.

The college has one full-time individual in the Financial Aid office that 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 center provides free job search assistance to students and community members, and services to employers. The office is available for career guidance, to instruct and advise students on the job search process, including resume and cover letter writing, interviewing skills, and mock interview sessions. Employers have opportunities to recruit students and community members via job fairs, job-posting boards, on-site employer spotlight or interviews, as well as through an employment website. Currently, the department has a process funded by the Illinois Cooperative Work Study Grant, which provides opportunities for internships at local businesses. For fiscal year 2018, the grant offered 13 students the opportunity to participate in the internship program; 10 of the 13 students were hired in full-time positions at the end of the internship.

Compliance Recommendation: None.

Part D: Support Services

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

The college offers recruiting events targeting underrepresented students such as the annual home school event, events focused on the LatinX population, TRIO Upward Bound Services serving a predominately first-generation, ethnically diverse student population, WIOA services for adults and youth, and bridging support services for students with disabilities transitioning to college. The college also offers student involvement opportunities via student clubs and organizations, diversity initiatives, and multicultural programming.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

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

Approximately 150 course sections from the summer 2017, fall 2017, and spring 2018 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college’s classification between the SU and SR records, as well as supporting documentation for

chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

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

Compliance Recommendation: None.

Student Residency

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

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

Compliance Recommendation: None.

3. Financial Planning

The CFO, along with the Senior Leadership Team, annually prepares a five-year projection of revenues and expenditures in the Operating Funds. Key budgetary assumptions are discussed. Staffing needs are evaluated, property taxes and projected EAV's are discussed, capital projects are considered, and state funding is forecasted. With the exercise, tuition projections can be made as the college prepares budgets that meet the demands of our students. The five-year plan was discussed most recently at the Board of Trustees meeting on August 14, 2018. In early 2019, the Board of Trustees began deliberations on updating key revenue and expenditure assumptions as the college embarks on its annual budget preparation.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

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

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

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

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

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

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

Compliance Recommendation: None.

Square footage of planned construction and owned land

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

Compliance Recommendation: None.

Project status reports

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

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

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

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements. The latest five years of Illinois Community College Board (ICCB) data submissions by Kishwaukee College were reviewed—generally, this includes fiscal years 2015-2019 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to strengthen further data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2019 and

the fiscal year 2018 submissions each contained one critical error, and this data was verified by college officials as valid and accurate. Kishwaukee College's A1 submission met the reporting deadline in each of the past five fiscal years. The submissions took between two and four submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Intent and Highest Degree Previously Earned has also been excellent. The proportion of records with unknown Entry Intent was less than five percent across the five years studied. The proportion of records with unknown Current Intent has been increasing slightly each year over the last five years from less than four percent in fiscal year 2015 to five percent in fiscal year 2016. The proportion of records with unknown Highest Degree Previously Earned was zero percent across the five years studied. The proportion of records with unknown High School Rank was about 60 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in five of the five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Kishwaukee College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to two, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than three percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows 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. Kishwaukee College met the reporting deadline in two of the two years reviewed. The number of submissions needed to finalize the data was one, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Kishwaukee College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to four, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in five of the past five years. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in four of the five years reviewed; fiscal year 2019 submission contained one critical error that was verified

by college officials as valid and accurate. Kishwaukee College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Kishwaukee College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with zero to less than two percent of records having unknown age each year. Coverage of Race/Ethnicity was also excellent in the five years reviewed with one percent to seven percent of records having unknown race/ethnicity each year. The Highest Degree Previously Earned variable was unknown for about 35 percent of the records in the two years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2018 submission was finalized one day late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in two of the two years reviewed. The response rate met the ICCB minimum standard in two of the two submissions reviewed: 2016 (50.00 percent) and 2015 (50.56 percent).

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

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

year 2017 submission was finalized six weeks late.

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

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Kishwaukee College met the reporting deadline in three of the five years reviewed for all four surveys. The four surveys were finalized five days late in fiscal year 2018 and two days late in fiscal year 2017. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

Compliance Recommendation: None.

Advisory (Quality) Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Kishwaukee College.

College Response: There were 2 instances of C1 reports being submitted far past the original due date. Both instances involved ICCB reviews finding administrative start times that were not in line with prior submission(s). This occurred due to internal administrative promotions or title changes that did not actually move the employee out of the class or position yet updated the start date in the file. The College has remedied this issue procedurally by requiring a hand review before each submission to ensure they match the prior year report unless an actual class change has occurred, strengthening data fidelity.

There were 2 instances of the employment plan surveys being late. This was due to a vacancy and change in Human Resources management. The College has management in place to ensure that future plans submitted are accurate and submitted in a timely manner.

Kishwaukee College – Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (07/15)*	07/03/18	07/03/17	07/07/16	07/09/15	07/10/14
# Submissions to Final	2	2	2	2	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	1072	808	2107	3004	3784
Unduplicated Head Count	754	637	1273	1856	2284
# Error Codes in Final Submission	1	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.33 percent	2.10 percent	2.23 percent	1.30 percent	1.61 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.50 percent	1.66 percent	1.10 percent	0.87 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	1.12 percent	1.98 percent	1.85 percent	6.72 percent	3.36 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	35.55 percent	34.73 percent

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

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	07/30/18	07/20/17	08/01/16	07/23/15	08/01/14
# Submissions to Final	4	2	3	3	3
Timeliness	on time	on time	on time	on time	on time

Head Count (total incl. 0 hrs enroll.)	5184	5514	5677	6295	6955
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	3	1	1	2
# Critical Errors in Final Submission	1	1	0	0	0
% Records with Errors in Final Sub.	0.84 percent	0.45 percent	0.03 percent	0.04 percent	1.39 percent
% 0 Cumulative GPA in Final Sub.	16.63 percent	17.10 percent	17.81 percent	20.30 percent	22.60 percent
% 0 Cumulative Hours in Final Sub.	16.51 percent	17.07 percent	17.70 percent	20.25 percent	22.60 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	4.90 percent	4.75 percent	3.82 percent	4.15 percent	4.14 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	5.02 percent	4.64 percent	4.37 percent	4.34 percent	3.91 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	61.81 percent	60.39 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	07/31/18	08/08/17	08/24/16	08/03/15	08/07/14
# Submissions to Final	2	2	2	1	1
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	807	981	734	842	1065

Total Number of Completions from A1	791	966	728	830	1063
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	1.12 percent	1.12 percent	0.68 percent	1.31 percent	2.35 percent

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	08/02/18	08/03/17	08/25/16	08/04/15	08/08/14
# Submissions to Final	2	1	3	1	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	5184	5514	5677	6295	6955
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	4	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	07/24/15	08/06/14
# Submissions to Final	N/C*	N/C*	N/C*	1	1
Timeliness – Data Due	N/C*	N/C*	N/C*	on time	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	168	177

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

*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/04/18	08/28/17	09/08/16	08/11/15	11/05/14
# Submissions to Final	2	4	2	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.01 percent	0.01 percent	0.01 percent	0.01 percent	0.01 percent
% Dual Credit in Final	2.63 percent	3.48 percent	3.09 percent	2.57 percent	2.23 percent
% Remedial (PCS 14) in Final	10.24 percent	10.81 percent	10.83 percent	12.02 percent	10.60 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/06/18	09/13/17	09/28/16	09/18/15	09/17/14
# Submissions to Final	2	2	3	1	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	3307	3417	3775	4064	4475
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	2	1	1	2	1
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.09 percent	0.08 percent	0.05 percent	0.09 percent	0.11 percent

Current Intent Coverage in Final Sub % coded as unknown	4.72 percent	4.51 percent	5.35 percent	4.06 percent	4.36 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	99.03 percent	98.95 percent	99.26 percent	98.70 percent	99.04 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/04/18	09/05/17	09/15/16	09/14/15	09/09/14
Timeliness	on time	on time	on time	on time	on time
Head Count	3307	3417	3775	4064	4475
Discrepancy between E1 & Survey	0	0	0	0	0

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/04/18	10/11/17	12/19/16	10/13/15	03/04/15
# Submissions to Final	2	3	4	3	3
Timeliness	on time	on time	54 days late	on time	140 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.	4.59 percent	7.18 percent	8.00 percent	8.23 percent	7.74 percent
% Unknown Employment Class (8)	14.32 percent	13.30 percent	10.75 percent	12.81 percent	13.27 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015

Final Submission – (10/15)	N/C*	N/C*	N/C*	10/13/15	03/04/15
# Submissions to Final	N/C*	N/C*	N/C*	2	3
Timeliness	N/C*	N/C*	N/C*	on time	140 days late

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/11/18	10/19/17	12/20/16	09/25/15	10/13/14
# Submissions to Final	1	2	2	1	4
Timeliness	on time	on time	42 days late	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	10/22/18	11/02/17	10/20/16	10/26/15	10/28/14
Timeliness	on time	1 day late	on time	on time	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/01/19	02/08/18	01/31/17	02/03/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

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

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/18/19	02/07/18	03/10/17	01/11/16	01/20/15
Timeliness	on time	5 days late	2 days late	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/18/19	02/07/18	03/10/17	01/11/16	01/20/15
Timeliness	on time	5 days late	2 days late	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/24/19	02/07/18	03/10/17	01/28/16	01/20/15
Timeliness	on time	5 days late	2 days late	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/24/19	02/07/18	03/10/17	01/11/16	01/20/15
Timeliness	on time	5 days late	2 days late	on time	on time

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/21/19	02/16/18	02/01/17	03/09/16	01/31/15
Timeliness	on time	on time	on time	on time	on time

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	05/23/16	05/14/15

# Submissions to Final	N/C*	N/C*	N/C*	3	2
Timeliness	N/C*	N/C*	N/C*	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	2	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	54.00 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	50.00 percent	50.56 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/11/19	06/13/18	06/08/17	06/15/16	06/12/15
# Submissions to Final	1	2	2	2	1
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	6.33 percent	5.94 percent	10.21 percent	7.70 percent	6.07 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	3.28 percent	2.75 percent	2.17 percent	1.50 percent	1.89 percent

*Due 06/17 in FY 19



RECOGNITION REPORT

McHENRY COUNTY COLLEGE

April, 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
MCHENRY COUNTY COLLEGE
March, 2020

INTRODUCTION

During fiscal year 2019, the Illinois Community College Board (ICCB) conducted a recognition evaluation of McHenry County College, District 528. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to McHenry County College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between McHenry College's 2018-2019 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the Administrative Rule 23 Ill. Adm. Code 1501.302 a)3)A)i).

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

Compliance Recommendation: None.

2. Articulation

McHenry County College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) with options in Music and Art, the Associate in Engineering Science (A.E.S.), and the Associate in General Education (A.G.E.). 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 for non-IAI-approved courses includes signed/dated Form 13s or documentation from Transferology.com 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: IAI codes, Form 13 documentation, 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

McHenry County College reports that the Chief Academic Officer administers the design, development, and revisions of the academic programs from recommendations by the faculty-led CD&R. Non-MCC personnel do not participate in the approval of curriculum and instruction. Advisory boards counsel faculty about the relevance of curriculum and skills training in relation to employer needs prior to design or revisions of curriculum, and this process is purely advisory. The Board of Trustees documents and sets the minimum

qualifications of all instructors (full-time, adjunct, and dual credit), which is maintained in alignment with the Higher Learning Commission (HLC) standards, ICCB standards, and specialized program accreditation standards. Additionally, the college reports that faculty undergo periodic performance evaluations, which includes classroom observations and Teacher Assessments by Students (TABS).

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between McHenry County College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in Administrative Rule 23 Ill. Adm. Code Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

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

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

Compliance Recommendation: None.

5. Dual Credit

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

To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2017 and 50 from fiscal year 2018. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2017 and 2018, including their credentials.

State Laws and Regulations and Accreditation Standards.

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

Instructors.

During fiscal years 2017 through 2018, it was reported that 24 instructors taught transfer (1.1) dual credit courses and 38 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, all held the appropriate credentials.

Students.

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

Course Offerings and Requirements.

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

Recommendations: None

6. Assessment Plans

McHenry County College has a comprehensive approach to the assessment of student learning and program quality. The college reports that all students completing an associate's degree program submit an E-portfolio, which consists of artifacts addressing each of the general education components. Additionally, academic departments complete an annual assessment utilizing the Program Health Index, and the Assessment Team selects programs not meeting benchmarks for further review and assessment. Additionally, the college reports that all academic departments are reviewed within a five-year cycle using the ICCB Program Review process. Transformation, the college's term used to describe decisions informed by assessment data, are shared within the program and with the Assessment Team.

The college reported that it periodically evaluates its placement policy, tests, scores, and other needs, in collaboration with academic affairs, administrative, and student affairs units, by reviewing placement data and placement recommendations. The college publishes and updates its placement policy on the college's website and Course Catalog.

Compliance Recommendation: None.

7. Student Evaluation

McHenry County College has a well-defined system for evaluating and recording student performance in courses and programs. McHenry's grading system requires faculty to submit 10th-day attendance confirmation, midterm pursuit of completion codes, and final grades as the method of evaluating student performance. The college has Board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

McHenry County College has reported that the qualifications for faculty member teaching a transfer-level course must meet the standard of the Higher Learning Commission (HLC) and ICCB requirements of a master's degree with 18 hours in the specified discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested full- and part-time faculty who taught in the academic years 2017 – 2018, which were requested by the ICCB. The ICCB's 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 Faculty Development Team (FDT) manages a three-year cycle of professional development activities for new tenure-track faculty that prepare them to work successfully with the students and navigate the tenure process. The activities include 25 hours of training, pairing with a faculty coach, involvement with shared governance committees, and attending conferences. Additionally, the FDT and the Teaching and Learning department design and lead development for faculty and staff. These activities include Faculty Development Days and Professional Development Day, workshops, special speakers, webinars, group-specific workshop series, on-demand online training options, and the videotaping of college meetings and presentations.

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

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or

area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

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

College Response: MCC has reviewed the two faculty who were identified as not meeting credentials. The biology faculty has three additional graduate credits that were recorded on a professional development transcript but not recorded in an official transcript. That faculty member is also currently enrolled in graduate coursework which, if successful, will allow him to meet the minimum qualification standard. Similarly, the math faculty has an additional 10 graduate credit hours in pure math that were not recorded in his personnel file on transcripts. The College has requested official copies of the transcripts and will update personnel files. Redacted unofficial transcripts are attached for your review.

Further, the College has reviewed it process to determine how these errors occurred and believes that a former Associate Vice President of Academic Affairs failed to follow procedures in a 2017 audit.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard nine, Cooperative Agreements, the following item of the college was reviewed: the college's self-assessment and course catalog. McHenry County College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state.

The college also participates in an inter-district agreement with the College of Lake County to provide specific engineering-related courses to McHenry County College students at in-district rates. This agreement has been approved by the ICCB.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that McHenry County College update their course catalog to reflect that all 39 community college districts are now participating in the CAREER Agreement; currently, the list provided in the course catalog is missing several colleges. Pursuant to article 19 of the CAREER Agreement, of which McHenry County College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district.

Moving forward, the college should remove this language from their course catalog and any other place it may be.

College Response: The College Catalog has been updated. The change is reflected beginning on pg. 8 of the Catalog.

10. Academic Calendar

As part of the recognition review for Standard 10, Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, college website, and the college's self-assessment. McHenry County 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 Administrative Rule 23 Ill. Adm. Code 1501.303 e)6.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing McHenry County College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systemic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it is evident that the college utilizes the program review process in its strategic planning and program improvement efforts. McHenry County College should continue to review and utilize the recommendations and feedback given by the ICCB. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

McHenry County College provides a comprehensive set of student services. New advisors receive thorough training, and there is continued training on updates to the college, advising concepts, and working with different cohorts of students. Although all academic advisors can see any students, several of the advisors have responsibility for specific cohorts: student veterans, student-athletes, Access and Disability Services students, and students seeking health care professions. This allows those advisors to build a stronger relationship with those students and understand the assigned curricula and related information in greater depth.

Services are generally offered through extended hours Monday through Thursday as well

as Saturday mornings. The college offers extensive accessibility accommodations for students with disabilities.

Advisors attend monthly academic division meetings to stay up to date on course changes and build collaboration among faculty and advisors. Faculty and academic deans will regularly attend advising department meetings to give updates on programs and upcoming classes. The relationships that are built help to improve student success.

The college offers veterans several specialized services. Veterans receive priority registration and have an on-campus resource center available to them. There is an active veteran's club. Several activities are available for veterans, such as the Veterans Recognition Ceremony and a special veteran's orientation.

Compliance Recommendation: None.

Part B: Financial Aid

The financial aid office provides financial literacy counseling. Electronic communication is provided to students throughout the financial aid process. Information about FAFSA status, verification, awarding, and eligibility is sent via email. Satisfactory Academic Progress (SAP) requirements and resources information is sent on the 10th day and midterm, followed by the end of term SAP status emails. Students can access personalized information through the Financial Aid Self-Service Module 24/7. Personalized meetings are provided by SCO's for new student veterans to review available veteran benefits and introduce student veterans to the Student Veteran Resource Center.

First-time borrowers are invited to attend a Student Loan Workshop for a detailed explanation of the borrowing process from determining borrowing needs to repayment options. Repeat borrowers complete financial awareness counseling, and one on one loan workshops are available to all students by appointment.

Compliance Recommendation: None.

Part C: Placement

McHenry County College's placement office provides employment skills services such as mock interview and resume assistance. The office makes presentations in classes on available services. Paid and unpaid internships are arranged. The college also offers job fairs each year. Employers are able to do on-campus recruitment and job boards are available. College Central provides online employment services, allowing businesses to post jobs and job-seekers to post resumes. In addition, staff meet with employers to enhance or establish relationships to develop internships and developmental programs to meet hiring needs. The Career Center is open 8:00 a.m. to 4:30 p.m. Monday through Friday with additional hours by appointment

Compliance Recommendation: None.

Part D: Support Services

In addition to academic advising, transfer, and career services, McHenry provides various

support services to students, which include disability services, Early Alert, tutoring, mental health evaluations and services, Trio, and veteran's services.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

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

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

Compliance Recommendation: None.

Midterm Certification System

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

Compliance Recommendation: None.

Student Residency

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

Compliance Recommendation: None.

Course Repeats

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

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

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

Compliance Recommendation: None.

3. Financial Planning

Per Board Policy 2.1.5.1, the college maintains an Operating Fund balance to ensure the financial stability of the college. The Operating Fund includes Educational Fund 01 and Operations and Maintenance Fund 02 activities of the college. The Operating Fund balance contains both assigned and unassigned funds.

An unassigned fund balance is defined as the difference between the assets and the liabilities within the Operating Funds; the liabilities include assigned funds. The unassigned fund balance includes only those assets without a constraint on use. An assigned fund balance is defined as that portion of the fund balance where a constraint has been established, which limits the use of those funds for a specific purpose.

The Operating Fund balance, including assigned and unassigned fund balances, can preserve or enhance the college's bond rating, allow the college to accumulate sufficient assets to make annual expenditures, provide funds for unforeseen needs without incurring short term debt, and satisfy the requirements of accrediting bodies and governmental agencies.

Compliance Recommendation: None.

3. Facilities

Part A: Approval of Construction Projects.

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

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

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

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

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

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

Compliance Recommendation: None.

Square footage of planned construction and owned land

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

Compliance Recommendation: None.

Project status reports

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

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)

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

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)

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

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements: The latest five years of Illinois Community College Board (ICCB) data submissions by McHenry County College were reviewed—generally this includes fiscal years 2015-2019 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs

of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. McHenry County College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2019 submission was finalized seven weeks late, the fiscal year 2018 submission was five weeks late, the fiscal year 2016 submission was three weeks late, and the fiscal year 2015 submission was finalized nearly two months past the reporting deadline. The submissions took between four and ten submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Intent was also excellent across the five years reviewed. The proportion of records with unknown Entry Intent or Current Intent was zero percent or near zero percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 25 percent and 37 percent across the five years studied. The proportion of records with unknown High School Rank was about 75 percent across the two years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in three of five fiscal years reviewed; the fiscal year 2018 submission was finalized five days late, and the fiscal year 2015 submission was finalized six days past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. McHenry County College met the reporting deadline in three of the five years reviewed; the fiscal year 2018 submission was finalized five days late, and the fiscal year 2015 submission was

finalized about three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than eight percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. McHenry County College met the reporting deadline in one of the two years reviewed. The number of submissions needed to finalize the data was one and three, and there were no critical errors in the final submissions.

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

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2019 and the fiscal year 2015 submissions were finalized two days 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 four of the five years reviewed; fiscal year 2018 submission contained one critical error that was verified by college officials as valid and accurate. McHenry County College met the reporting deadline for the **Fall Enrollment Survey** in four of the five years reviewed; the fiscal year 2016 submission was finalized eighteen days late. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed: one record in fiscal year 2019, fiscal year 2018, and fiscal year 2016 and ten records in fiscal year 2015.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. McHenry County College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2016 submission was finalized one day late, and the fiscal year 2015 submission was finalized four months past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than one percent of records having unknown age each year. The Race/Ethnicity variable was unknown for about 60 percent of records in the five years reviewed. The Highest Degree Previously Earned variable was unknown for about 80 percent of the records in the two years reviewed. The variable was made optional in fiscal year 2017.

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

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years. 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 two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in one of the two years reviewed; the fiscal year 2015 submission contained one critical error. The response rate met the ICCB minimum standard in one of the two submissions reviewed: 2015 (54.25 percent).

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

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in four of the past five fiscal years; the fiscal year 2015 submission was finalized one day past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. McHenry County College met the submission deadline in three of the past five years reviewed. The number of submissions needed to finalize the data ranged from two to five. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. McHenry County College met the reporting deadline in two of the five years reviewed for the African American Employment Plan Survey and in three of the five years reviewed for the Asian American Employment Plan Survey, the Bilingual Needs and Bilingual Pay Survey, and the Hispanic Employment Plan Survey. The submissions were finalized

between one day and twelve days late for the African American Employment Plan Survey and between two days and thirteen days late for the other three 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 four of the past five fiscal years; the fiscal year 2015 submission was finalized two days past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

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

College Response: MCC continues to implement new processes and data validation efforts to improve report submission timeliness and accepts ICCB's Advisory Recommendation.

McHenry County College – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (07/15)*	07/16/18	07/13/17	07/13/16	07/16/15	11/17/14
# Submissions to Final	2	4	4	5	9
Timeliness	on time	on time	on time	1 day late	125 days late
Duplicated Head Count	22747	21407	21384	20585	20076
Unduplicated Head Count	14544	15880	16468	16639	16434
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.52 percent	0.60 percent	0.58 percent	0.77 percent	0.81 percent
% Unknown Age in Final Submission no value or .	0.41 percent	0.51 percent	0.43 percent	0.64 percent	0.70 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	60.89 percent	58.13 percent	59.32 percent	60.00 percent	63.35 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	79.14 percent	78.99 percent

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

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	09/19/18	09/06/17	09/01/16	08/26/15	09/29/14
# Submissions to Final	10	5	4	5	10

Timeliness	49 days late	36 days late	on time	23 days late	59 days late
Head Count (total incl. 0 hrs enroll.)	10727	10255	10515	10541	10841
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	4	2	2	11
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.27 percent	0.11 percent	0.09 percent	0.15 percent	0.68 percent
% 0 Cumulative GPA in Final Sub.	22.91 percent	21.14 percent	21.30 percent	21.12 percent	20.09 percent
% 0 Cumulative Hours in Final Sub.	16.63 percent	14.91 percent	14.60 percent	13.83 percent	13.43 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	0.02 percent	0.02 percent	0.00 percent	0.06 percent	0.13 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	0.28 percent	0.26 percent	0.12 percent	0.15 percent	0.13 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	37.14 percent	25.14 percent	27.18 percent	27.24 percent	33.38 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	72.42 percent	78.76 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/22/18	09/06/17	09/01/16	08/13/15	09/25/14
# Submissions to Final	2	3	2	5	4

Timeliness	on time	5 days late	on time	on time	23 days late
Record Count (duplicate completions)	1533	1478	1882	1799	2096
Total Number of Completions from A1	1487	1473	1869	1782	2081
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	1	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.13 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	5.81 percent	6.63 percent	6.06 percent	7.23 percent	5.68 percent

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

Annual Student ID Submission (ID)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	08/28/18	09/06/17	09/01/16	08/31/15	09/08/14
# Submissions to Final	3	3	1	4	5
Timeliness – Data Due	on time	5 days late	on time	on time	6 days late
Head Count in Final Submission	10727	10255	10515	10541	10841
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0

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

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	07/30/15	09/04/14

# Submissions to Final	N/C*	N/C*	N/C*	1	3
Timeliness – Data Due	N/C*	N/C*	N/C*	on time	2 days late
Head Count in Final Submission	N/C*	N/C*	N/C*	645	402
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.00 percent

*The SD submission was eliminated in FY 17

**Due 09/02 in FY 15

Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/18/18	09/06/17	08/01/16	08/31/15	12/17/14
# Submissions to Final	4	3	1	3	11
Timeliness	14 days late	5 days late	on time	on time	30 days late
# Error Codes in Final Submission	1	2	1	1	1
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.02 percent	0.01 percent	0.01 percent	0.00 percent	0.01 percent
% Dual Credit in Final	6.10 percent	6.05 percent	5.08 percent	3.60 percent	3.40 percent
% Remedial (PCS 14) in Final	6.00 percent	3.73 percent	4.02 percent	4.79 percent	5.24 percent

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

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	10/03/18	10/02/17	10/06/16	10/01/15	10/03/14
# Submissions to Final	6	3	6	2	5
Timeliness	2 days late	on time	on time	on time	2 days late
Head Count in Final Submission	7031	6843	6371	6561	6567
Discrepancy between E1 & Survey	-1	-1	0	-1	+10

# Error Codes in Final Submission	2	4	2	1	3
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.18 percent	0.45 percent	0.20 percent	0.09 percent	0.19 percent
Current Intent Coverage in Final Sub % coded as unknown	0.21 percent	0.26 percent	0.17 percent	0.11 percent	0.05 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	99.46 percent	99.18 percent	99.15 percent	99.16 percent	99.28 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/27/18	09/28/17	09/20/16	10/19/15	10/01/14
Timeliness	on time	on time	on time	18 days late	on time
Head Count	7032	6844	6371	6562	6557
Discrepancy between E1 & Survey	+1	+1	0	+1	-10

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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/10/18	10/16/17	10/20/16	10/15/15	10/22/14
# Submissions to Final	4	4	4	3	5
Timeliness	on time	on time	on time	on time	7 days late
# Error Codes in Final Submission	3	3	3	3	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.12 percent	3.70 percent	6.73 percent	6.56 percent	6.46 percent
% Unknown Employment Class (8)	4.97 percent	4.88 percent	4.86 percent	5.52 percent	5.11 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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	10/15/15	10/15/14
# Submissions to Final	N/C*	N/C*	N/C*	1	2
Timeliness	N/C*	N/C*	N/C*	on time	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/10/18	10/16/17	11/08/16	10/15/15	10/16/14
# Submissions to Final	1	1	1	1	2
Timeliness	on time	on time	on time	on time	1 day late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	10/31/18	10/20/17	10/28/16	10/28/15	10/27/14
Timeliness	on time	on time	on time	on time	on time

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

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/11/19	02/06/18	02/08/17	02/10/16	02/11/15
Timeliness	on time	on time	on time	on time	on time

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

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014

Final Submission Varies See Note*	02/01/19	02/02/18	03/20/17	02/06/16	02/04/15
Timeliness	on time	on time	12 days late	1 day late	2 days late

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/02/18	03/21/17	02/05/16	02/04/15
Timeliness	on time	on time	13 days late	on time	2 days late

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/01/18	03/17/17	02/05/16	02/04/15
Timeliness	on time	on time	9 days late	on time	2 days late

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/02/18	03/17/17	02/05/16	02/04/15
Timeliness	on time	on time	9 days late	on time	2 days late

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/29/19	02/08/18	02/08/17	03/11/16	02/04/15
Timeliness	on time	on time	on time	on time	2 days late

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	05/31/16	05/21/15
# Submissions to Final	N/C*	N/C*	N/C*	6	2
Timeliness	N/C*	N/C*	N/C*	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	3
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	1
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	4.57 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	41.38 percent	54.25 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	Yes

*The FS submission was eliminated in FY 17

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

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

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/17/19	06/14/18	06/15/17	06/30/16	06/16/15
# Submissions to Final	2	3	5	3	3
Timeliness	on time	on time	on time	15 days late	1 day late
# Error Codes in Final Submission	2	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	4.93 percent	4.97 percent	4.50 percent	2.75 percent	3.49 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	2.93 percent	2.42 percent	2.52 percent	2.62 percent	2.72 percent

*Due 06/17 in FY 19

Item #7.1
April 10, 2020

UNAPPROVED

Minutes of the 438th
Meeting of the
Illinois Community College Board

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

January 24, 2020

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 24, 2020 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:04 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Paige Ponder, Terry Bruce, Teresa Garate, Nick Kachiroubas and Isabella Hernandez, Student Board member. Board members Suzanne Morris and Doug Mraz were absent. A quorum was declared.

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

Chair Lopez first began by thanking Governor Pritzker and Deputy Governor Ruiz for reappointing him to the ICCB as Chair and congratulated Board member Teresa Garate on her reappointment to the Board as well. He then congratulated the new Executive Director of the IL Board of Higher Education, Ms. Ginger Ostro, on her new role.

Chair Lopez stated he would like to review the two committee structure to see what is really important to the committee members. He would also like to have a committee formed for each of the three Board Goals. The ICCB staff will bring a new committee structure proposal to the Board at the March 20th meeting.

Item #3 - Board Member Comments

There were no Board member comments.

Item #3.1 - Illinois Board of Higher Education Report

Teresa Garate reported that most of the IBHE meetings have been centered on hiring a new Executive Director, reviewing the 29 applications, interviews, and also establishing an updated Public Agenda – 2020 to 2025. Now that the new Executive Director has been hired, the Board will direct its focus on updating the Public Agenda for the next few months.

Item #4 - Executive Director Report

Dr. Brian Durham congratulated Chair Lopez and Teresa Garate for their reappointments to the Board. He then introduced seven new ICCB staff that have recently filled the newly vacant positions of former ICCB employees. Ms. Katie Davis will now be updating the Board on the progress of the Illinois Green Economy Network (IGEN) which was a recent request by Board member Paige Ponder.

Item #4.1 - Illinois Green Economy Network Update

Ms. Katie Davis, Executive Director for IGEN, stated this is a consortium open to all 39 Illinois community college districts, formed in 2008 through an intergovernmental agreement. IGEN's mission is to provide a platform for collaboration among all Illinois community colleges and their partners to drive growth of the green economy. IGEN's vision is for the Illinois community college system to be a global leader in transforming the economy and education for a sustainable future. Since its inception, IGEN has successfully managed the implementation of numerous grant-funded sustainability-related initiatives and programs at Illinois community colleges statewide, totaling over \$30 million. IGEN is led by an administrative team that receives direction from a Presidents' Steering Committee. Heartland Community College serves as IGEN's administrative agent and Lewis and Clark Community College serves as IGEN's fiscal agent. A brief network update was provided and included the 2019 active memberships and highlights of projects, as well as 2020 benefits of membership and opportunities for funding and programing. There are 23 confirmed members for 2020 the colleges proposals received. There will be a range of \$5000 to \$200,000 awarded to colleges for their projects.

Item #4.2 - Illinois Community College Board Goals Update

Illinois Community College Board staff periodically update the Board on the agency's progress toward its three recently revised and adopted goals, Goal 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes. Goal 2: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce, Goal 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

The January Board meeting provides an opportunity to share a midyear update on the progress of the goals and the various initiatives and agency efforts to achieve the goals. This presentation includes a status update based upon the reported status in the memorandum submitted to the Board at the June 7, 2019 Board meeting in Itasca, IL. Additionally, the presentation will highlight important connections to the Governor's Office goals and progress on how ICCB staff are tracking these goals within the agency. A revised memorandum was distributed to the Board members highlighting the status of the activities related to each goal more in depth.

Item #5 - Committee Reports

Item #5.1 - Academic, Workforce, and Student

Paige Ponder reported the committee met this morning at 8:00 a.m. and discussed the following items:

FY2019 Federal Adult Education Narrative and Performance Report: The report was submitted to the Department of Education in December 2019 to fulfill the requirements of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Literacy Act. A copy of the report is in the information items.

ICCB 2019 Fall Enrollment Report: Illinois community colleges enrolled 271,426 students in coursework in Fall 2019 which is 11,989 fewer than in Fall 2018. Overall, Fall 2019 enrollments show a decrease in headcount and a decrease in the number of Full-time Equivalent enrollments compared to last year. However, overall graduates remain at a high level and 3-year IPEDS graduate rates for incoming freshman are the highest level ever recorded.

Item #7.1
April 10, 2020

State Authorization Rule Update: New U.S. Department of Education State Authorization rules were released on November 1, 2019 and go in to effect July 1, 2020.

Senate Joint Resolution (SJR) 41: Is an advisory committee to examine developmental education models and their effectiveness. A final report from the joint advisory council with recommendations on effective and evidence-based developmental education models with disaggregation by institution and demographic and socioeconomic subgroups is due on January 1, 2021.

Staff will also be giving oral presentations on the Perkins V State Plan, WIOA Unified Plan, and an update on State and federal grants.

Item #5.1a - Perkins V State Plan

Ms. Jennifer Foster and other ICCB staff have been actively engaged in the development of the Illinois' State Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for State Fiscal Years (SFY) 2021-24.

The State Plan will guide the strategic partnership and alignment between the Illinois State Board of Education (ISBE) and the ICCB and describes the processes and policies that will be carried out by the state agencies, the Local Education Agencies (LEAs), community colleges, and other state and local partners responsible for local administration of Perkins funds. The plan is due to the Department of Education in April 2020.

To complement the stakeholder engagement that has occurred since July 2018, ISBE and ICCB have hosted student and employer focus groups, briefings, webinars, as well as public hearings via the regional Roadshow events throughout the fall of 2019.

Some of the plan highlights include:

- Creation of Statewide Program of Study Models
- Utilization of leadership and reserve funds (up to 15% of local funds) for alternative distribution to support expansion, innovation, and address equity gaps in the following areas:
 - Dual credit
 - Integrated education and training
 - Work-based learning (specifically apprenticeships)
- Levers for data-driven decision making:
 - Comprehensive Local Needs Assessment (equity-driven)
 - Public-facing data that are disaggregated by student subgroups
- Maximum investment in CTE programs at correctional facilities (2%)
- Broader flexibility to support academic and career advisors as well as faculty

The first round of public comment was held in October 2019. The current draft of the State Plan reflects feedback from the first round of public comment. The vision, goals, and essential activities of the State Plan was presented to the Board members.

The plan has been introduced to the Board at many Board and committee meetings as an information item. The following is a timeline of the next steps:

- January-February 2020: 2nd Public Comment Period, Submit to Governor's Office
- March 2020: Submit to Boards for Approval
- April 2020: Submit to U.S. Department of Education

Item #5.1b - WIOA- Illinois Unified State Plan Presentation

The Workforce Innovation and Opportunities Act (WIOA) was signed into law on July 22, 2014 and includes the WIOA Title II: Adult Education and Literacy Act. On March 3, 2016, Illinois submitted its first unified plan under the new law. This plan extended from FY2017 through FY2020.

Currently a second plan is being developed and will extend from July 1, 2020 through June 30, 2024. As part of WIOA, it is required that the State of Illinois submit a Unified Plan by March 1, 2020 and must include program specific elements for the four core partners: Title I – Adult, Youth and Dislocated Worker Programs -Department of Commerce (Commerce); Title II: Adult Education- Illinois Community College Board (ICCB); Title III: Wagner Peyser – Illinois Department of Employment and Security (IDES); and Title IV: Vocational Rehabilitation – Illinois Department of Human Services (IDHS). The plan will also address the new vision, strategies and activities as well as the inclusion of all WIOA required partners, including postsecondary Perkins.

A brief oral presentation was provided by ICCB staff member Ms. Jennifer Foster highlighting the Illinois State Unified Plan requirements and timelines; the planned activities, specifically for Title II: Adult Education; and the connection of WIOA with the Adult Education Strategic Plan, Perkins V State Plan and the Workforce Education Strategic Plan. The presentation also discussed the public comment period which extends through February 9, 2020. The plan document can be found at:

<https://www.illinoisworknet.com/DownloadPrint/Unified%20State%20Plan%20-%20Final%20Public%20Comment.pdf>.

Item #5.1c - State and Federal Grant Update

The Illinois Community College Board (ICCB) has received both state and federal resources to support institutions in providing instructional and supportive services as well as to create transitional and career pathway opportunities for individuals. Staff gave a brief oral presentation of each grant and included information on the grant purpose, goals, funding, and anticipated performance outcomes. Grants that were discussed include:

- Innovative Bridge, and Transition (IBT) - Funding was appropriated from the General Revenue Fund to the ICCB, Competitive Notice of Funding Opportunity, Major themes: Innovation and Transition. Grant Purpose: to create, support, or expand innovative bridge programs and services; to support or create transition programs which improve student transitions to and through postsecondary education and into employment; and to create programs and services that support individuals with disabilities.
- Workforce Equity Initiative (WEI) - Public Act 1010 0007 provided for \$18.7 million dollars to respond to the increasing need to ensure workforce equity for African Americans in Illinois. The Illinois Community College Board (ICCB) provided grant funding opportunities to 15 colleges in fiscal year 2020 (beginning September 18, 2019 September 17, 2020). Grant purpose: Employment after completion of the credential aligned with regional workforce gaps that provide a full time job paying at least 30% above the regional living wage; accelerated time for the targeted population to enter and succeed in postsecondary education/training programs that lead to employment in high skilled, high wage, and in demand occupations.
- Transitional Math and English - •\$1m was appropriated for Transitional Instruction for Math and English. Grant purpose: Transitional Math - To implement Transitional Math pathways with high school partners and submit a minimum of one course pathway by fall 2020. Transitional English - To develop pilot projects and/or frameworks for Transitional English.

Item #7.1
April 10, 2020

- Department of Labor Apprenticeship Grant – Comprehensive Apprenticeship Programming – Information Technology (CAP-IT) - DOL awarded nearly \$184 million in grant funds to support the Scaling Apprenticeships through Sector Based Strategies Grant, awards to 23 public and private partnerships, projects provide services initially in 18 states, 85,000 apprentices will be served. Grant purpose: Establishing new apprenticeships, Expanding existing apprenticeship programs, create an environment for apprenticeship expansion and training opportunities.

Item #5.2 - Finance, Operations, and External

Matt Berry reported the committee met on Friday, January 24th at 8:00 am with the following in attendance: Terry Bruce, Matt Berry and Jennifer Franklin. The committee discussed: Timeliness of State Payments, Fiscal Year 2019 Financial Statements: State General Funds, Special State Funds, Federal Funds, Fiscal Year 2020 Financial Statements: State General Funds, Special State Funds, Federal Funds, Fiscal Year 2020 Community College Capital Budget, Spring 2020 Legislative Agenda, Trustee Training Providers, Administrative Rules: Dual Credit, and the Spring 2020 Legislative Update included in the information items.

Item #5.2a - Approval of the Spring 2020 Legislative Agenda

Nick Kachiroubas made a motion, which was seconded by Paige Ponder, to approve the following motion:

The Illinois Community College Board hereby approves the following Spring 2020 Legislative Agenda: Apprenticeships Grant Program.

The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Council of Community College Presidents

Dr. Curt Oldfield reported that during their November meeting, a big topic of conversation was the baccalaureate degree in early childhood education. The Council also discussed the Legislative Agenda which includes items such as, MAP, local control instead of State control, Dual Credit endorsements, SURS Law, and increase in base operating funding. The Council agreed to a community college system marketing consortium which will include a statewide marketing plan that will convey one message for the entire system.

Item #6.2 - Illinois Community College Faculty Association

Mr. Jacob Winters started by thanking the ICCB staff for attending the annual conference. It was the most successful with around 200 attendees. This year, the conference will be held on November 12-13, 2020 at the I-Hotel in Champaign. The faculty who have been selected for grants will give their reports during the conference. Student scholarships will be announced at the end of January.

Item #6.3 - Student Advisory Council

Ms. Isabella Hernandez stated she is missioned the Council meeting that is being held today. Ms. Hernandez will give a more in depth report at the March Board meeting.

Item #6.4 - Illinois Community College Trustees Association

Mr. Jim Reed reported the Association met at the beginning of November in Lisle. Among the topics discussed were: trustee training – better more progressive way of conducting the training, the budget, Baccalaureate degrees, funding for Capitol projects, pensions, and how the legalization of cannabis affects Illinois Community Colleges. The next meeting will be held on March 13-14 at Heartland Community College with a focus on student’s needs such as diversity and mental health, discussing the legislative agenda, the higher education coalition, and celebrating their 50th anniversary at the June 2020 convention in Chicago.

Item #7 - New Units

Item #7.1 - Permanent Approval: Carl Sandburg College, City Colleges of Chicago: Richard J. Daley College, Wilbur Wright College, Illinois Central College, Kankakee Community College, Kishwaukee College, Lake Land College, Lincoln Land Community College, Moraine Valley Community College

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

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

PERMANENT PROGRAM APPROVAL

Carl Sandburg College

- CNC Programmer Certificate (32 credit hours)

City Colleges of Chicago: Richard J. Daley College

- Sustainable Urban Horticulture Certificate (31 credit hours)
- Cybersecurity Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Cybersecurity Certificate (30 credit hours)

City Colleges of Chicago: Wilbur Wright College

- Cybersecurity Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Cybersecurity Certificate (30 credit hours)

Illinois Central College

- Health Information Technology A.A.S. degree (61 credit hours)

Kankakee Community College

- Manufacturing Technology A.A.S. degree (63 credit hours)
- Manufacturing Welding II Certificate (45 credit hours)
- Intermediate Manufacturing Welding Certificate (31 credit hours)
- Manufacturing Machine Tool II Certificate (45 credit hours)
- Intermediate Manufacturing Machine Tool Certificate (31 credit hours)
- Manufacturing Industrial Maintenance II Certificate (45 credit hours)
- Intermediate Manufacturing Industrial Maintenance Certificate (31 credit hours)
- Intermediate Manufacturing TWDL Certificate (31 credit hours)
- Manufacturing TWDL II Certificate (45 credit hours)
- Intermediate Manufacturing TWDL Certificate (31 credit hours)

Kishwaukee College

- Associate in General Studies (A.G.S.) degree (60 credit hours)

Lake Land College

- Court Reporting Technology A.A.S. degree (60 credit hours)

Lincoln Land Community College

- Diagnostic Medical Sonography Certificate (47 credit hours)

Moraine Valley Community College

- ESL/Bilingual Educator Certificate (30 credit hours)
- Paralegal Studies A.A.S. degree (60 credit hours)
- Paralegal Studies Certificate (42 credit hours)

The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Item #7.2 - Temporary Approval: Waubonsee Community College

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

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

TEMPORARY PROGRAM APPROVAL

Waubonsee Community College

- Cybersecurity Associate in Applied Science (A.A.S.) degree (60 credit hours)

The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Item #8 - Adoption of Minutes

Item #8.1 - Minutes of the September 20, 2019 Board Meeting

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

The Illinois Community College Board hereby approves the Board minutes of the September 20, 2019 meeting as recorded.

The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Item #9 - Consent Agenda

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

Item #9.1 - Fiscal Year 2020 Community College Capital Budget

1. Approves the fiscal year 2021 capital budget request as presented in the attached Table 1 and Table 2;
2. Authorizes the submission of the request to the Governor's Office of Management and Budget, the Illinois Board of Higher Education, and the Illinois General Assembly; and
3. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the projects if necessary to facilitate the release of funds from the Capital Development Board.

Item #9.2 - Approval of Trustee Training Program

The Illinois Community College Board hereby approves the following trustee training provider:

Akerman LLP

Item #9.3 - Revisions to the Comprehensive Agreement Regarding Expansion of Educational Resources (CAREER) Agreement

The Illinois Community College Board hereby approves the revisions to the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) agreement.

Item #9.4 - Illinois Community College Board Cooperative Agreements

Item #9.4a - South Suburban College and Ingalls Memorial Hospital

The Illinois Community College Board hereby approves the Cooperative Education Agreement between South Suburban College and Ingalls Memorial Hospital, which thereby allows the Paramedic Training Program to be taught at South Suburban College.

Item #7.1
April 10, 2020

Item #9.4b - Triton College and the Illinois Brotherhood of Electrical Workers Renewable Energy Fund, Inc.

The Illinois Community College Board hereby approves the MOU between Triton College and The Illinois Brotherhood of Electrical Workers (IBEW) Renewable Energy Fund, Inc., which thereby allows the Renewable Energy Program to be taught at Triton College.

The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Item #10 - Information Items

There was no discussion.

Item #10.1 - Fiscal Year 2019 and 2020 Financial Statements

Item #10.2 - 2019 Fall Enrollment Report

Item #10.3 - FY2018 Federal Adult Education and Literacy Narrative and Performance Report

Item #10.4 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #10.5 - IBHE/ICCB - Report to Legislature on SJR 22 (Transfer) and the STAR Act

Item #10.6 - Proposed Amendments to the Illinois Community College Board Administrative Rules:

Item #10.6a - Dual Credit

Item #11 - Other Business

There was no other business.

Item #12 - Public Comment

There was no public comment.

Item #13 - Executive Session

Item #13.1 - Employment/Appointments Matters

The Board did not go in to Executive Session.

Item #14 - Executive Session Recommendations

Item #14.1 - Employment/Appointment Matters

There were no recommendations.

Item #15 - Adjournment

Nick Kachiroubas made a motion, which was seconded by Paige Ponder, to adjourn the Board meeting at 12:26 p.m. The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019 are to remain confidential. All other Executive Session Minutes are available for public inspection.

Illinois Community College Board
FISCAL YEAR 2020 FINANCIAL STATEMENTS

Illinois Community College Board				
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT				
July 1, 2019 - March 31, 2020				
		FY 2020	Year -to-Date	%
		Appropriation	Expenditures	Expended
<u>STATE GENERAL FUNDS*</u>				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 48,460,000	\$ 36,544,522	75.4%
ADULT EDUCATION		33,887,700	23,035,489	68.0%
GED TESTING PROGRAM		1,200,000	405,628	33.8%
CAREER & TECH EDUCATION		18,069,400	17,326,264	95.9%
OFFICE ADMINISTRATION		2,031,900	1,501,677	73.9%
TOTAL		\$ 103,649,000	\$ 78,813,580	76.0%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 145,574,100	\$ 115,006,851	79.0%
TOTAL		\$ 145,574,100	\$ 115,006,851	79.0%
<u>SPECIAL STATE FUNDS *</u>				
CONTRACTS AND GRANTS FUND		\$ 10,000,000	\$ 47,393	0.5%
GED TESTING FUND		100,000	42,044	42.0%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	79,177,500	75.0%
TOTAL		\$ 115,770,000	\$ 79,266,937	68.5%
<u>FEDERAL FUNDS*</u>				
FEDERAL ADULT EDUCATION FUND		\$ 26,956,544	\$ 10,032,705	37.2%
FEDERAL CAREER & TECH ED FUND		17,905,733	5,886,421	32.9%
ICCB FEDERAL TRUST FUND		525,000	34,916	6.7%
TOTAL		\$ 45,387,277	\$ 15,954,042	35.2%
GRAND TOTAL, ALL FUNDS		\$ 410,380,377	\$ 289,041,409	70.4%
* See detail on following pages				

Illinois Community College Board			
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT			
State General Funds			
July 1, 2019 - March 31, 2020			
	FY 2020	Year-to-Date	%
	Appropriation	Expenditures	Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 13,265,400	\$ 9,949,050	75.0%
P-20 Council Support	150,000	150,000	100.0%
East St. Louis Educational Center	1,457,900	343,952	23.6%
Illinois Veterans Grant	4,264,400	-	0.0%
IL. Longitudinal Data System	560,300	245,332	43.8%
Lincoln's Challenge Program	60,200	12,852	21.3%
Performance Grants	359,000	-	0.0%
Small College	548,400	548,386	100.0%
Alternative Schools Student Re-enrollment	3,000,000	2,000,000	66.7%
Transitional Math and English Development	1,000,000	786,456	78.6%
Bridge and Transition	23,794,400	22,508,495	94.6%
TOTAL	\$ 48,460,000	\$ 36,544,522	75.4%
OFFICE ADMINISTRATION			
	\$ 2,031,900	\$ 1,501,677	73.9%
TOTAL	\$ 2,031,900	\$ 1,501,677	73.9%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 22,651,000	\$ 15,376,719	67.9%
Adult Education Performance Grants	11,236,700	7,658,771	68.2%
TOTAL	\$ 33,887,700	\$ 23,035,489	67.98%
GED TESTING PROGRAM			
	\$ 1,200,000	\$ 405,628	33.8%
TOTAL	\$ 1,200,000	\$ 405,628	33.8%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	375,000	75.0%
CTE Administration	575,000	280,427	48.8%
CTE Formula	15,400,000	15,400,000	100.0%
CTE Early School Leavers Grants	615,000	600,000	97.6%
CTE Early School Leavers Administration	84,950	-	0.0%
CTE Corrections	894,450	670,838	75.0%
TOTAL	\$ 18,069,400	\$ 17,326,264	95.9%
<u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 74,370,200	\$ 55,670,269	74.9%
Equalization	71,203,900	59,336,582	83.3%
TOTAL	\$ 145,574,100	\$ 115,006,851	79.0%
GRAND TOTAL	\$ 249,223,100	\$ 193,820,431	77.8%
* Expenditures from these funds cannot exceed receipts.			

Illinois Community College Board			
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT			
Special State Funds			
July 1, 2019 - March 31, 2020			
<u>SPECIAL STATE FUNDS*</u>			
	FY 2020	Year-to-Date	%
	Appropriation	Expenditures	Expended
CONTRACTS AND GRANTS FUND	\$ 10,000,000	\$ 47,393	0.5%
GRANTS			
Bridging the Gap		-	
NGA		3,287	
NGA - early care		326	
ILCCO		5,000	
Research Foundation of CUNY		-	
Advance CTE		36,021	
TOTAL		\$ 44,634	0.4%
ADMINISTRATION			
Bridging the Gap		-	
NGA		510	
NGA - early care		-	
ILCCO		1,558	
Research Foundation of CUNY		-	
Advance CTE		692	
TOTAL		\$ 2,759	0.0%
GED TESTING FUND	\$ 100,000	\$ 42,044	42.0%
ICCB RESEARCH & TECHNOLOGY FUND	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 79,177,500	75.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 115,770,000	\$ 79,314,330	68.5%
<i>* Expenditures from these funds cannot exceed receipts.</i>			

Agenda Item #9.1
April 10, 2020

Illinois Community College Board				
FISCAL YEAR 2020 APPROPRIATION SUMMARY REPORT				
Federal Funds				
July 1, 2019 - March 31, 2020				
<u>FEDERAL FUNDS*</u>				
	FY 2020		Year-to-Date	%
	Appropriation	Carryover/Transfer **	Expenditures	Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 15,241,712	\$ 3,145,640	\$ 7,459,699	48.9%
Federal Basic Leadership	2,209,350	518,040	1,095,122	49.6%
EL Civics Grants	2,618,314	1,806,276	891,347	34.0%
	\$ 20,069,376	\$ 5,469,956	\$ 9,446,167	47.1%
ADMINISTRATION				
Federal Basic	\$ 923,740	\$ 117,860	\$ 570,005	61.7%
EL Civics	137,806	137,806	-	0.0%
Leadership	100,000	-	16,533	16.5%
	\$ 1,161,546	\$ 255,666	\$ 586,538	50.5%
TOTAL	\$ 21,230,922	\$ 5,725,622	\$ 10,032,705	47.3%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 14,371,919		\$ 5,145,100	35.8%
Perkins Leadership	1,550,073		624,029	40.3%
Perkins Corrections	254,929		-	0.0%
Reserve	834,327		-	0.0%
	\$ 17,011,248	\$0.00	\$ 5,769,129	33.9%
ADMINISTRATION				
CTE Federal	\$ 894,485		\$ 117,293	13.1%
TOTAL	\$ 17,905,733	\$ -	\$ 5,886,421	32.9%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION				
	\$ 525,000	\$ -	\$ 34,916	6.7%
TOTAL	\$ 525,000	\$ -	\$ 34,916	6.7%
GRAND TOTAL, FEDERAL FUNDS	\$ 39,661,655	\$ 5,725,622	\$ 15,954,042	40.2%
* Expenditures from these funds cannot exceed receipts.				
** Carryover/Transfer amounts are in process of calculation based on FY19 expenditures and will be finalized next month.				

Illinois Community College Board

**FY2019 ADULT EDUCATION AND LITERACY REPORT TO THE GOVERNOR AND
GENERAL ASSEMBLY**

The ICCB staff is submitting to the Board the annual FY2019 Adult Education and Literacy Report to the Governor and General Assembly.

The Annual Report represents a summary of the Adult Education and Literacy System and the services it provides. This report is submitted each March 1st in compliance with Public Act 91-0830, 105 ILCS 405/2-4 and contains an overview of Adult Education and Literacy activities during fiscal year 2018. These activities include:

- a summary of Adult Education needs and programs,
- federal WIOA activities under Title II Adult Education,
- the number of students served,
- High School Equivalency (HSE) information,
- the credit hours or units of instruction delivered,
- total adult education allocations,
- performance data,
- State reimbursement for adult basic education, adult secondary education, English as a Second Language and vocational skills program,
- the criteria for program approval, and
- other recommendations or pertinent information.

An electronic version of this report is available at: https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/FY19_Report_to_Gov_and_GA.pdf.

Illinois Community College Board

**WORKFORCE INNOVATION AND OPPORTUNITIES ACT
ILLINOIS STATE UNIFIED PLAN**

Workforce Innovation and Opportunities Act (WIOA) was signed into law on July 22, 2014 which includes Title II: Adult Education and Literacy Act. On March 3, 2016, Illinois submitted its first unified plan under the new law. This plan extended from FY2017 through FY2020.

A new plan was developed that will be effective July 1, 2020 and extends through June 30, 2024. The plan was submitted to the ICCB Board for comment in January 2020. In February 2020, the Illinois Workforce Innovation Board (IWIB) approved the Illinois State Unified Plan and submitted it to the Governor for final approval and submission to the United States Departments of Education and Labor on March 2, 2020.

The Plan includes a new vision, goals, strategies, and activities as well as required program specific elements for each of the four core partners: Title I – Adult, Youth and Dislocated Worker Programs - Department of Commerce (Commerce); Title II: Adult Education- Illinois Community College Board (ICCB); Title III: Wagner Peyser – Illinois Department of Employment and Security (IDES); and Title IV: Vocational Rehabilitation – Illinois Department of Human Services (IDHS).

The plan is aligned with several efforts, plans and initiatives throughout the state including the ICCB's Adult Education Strategic Plan: Expanding Career Pathways Opportunities for Adult Learners, the Workforce Education Strategic Plan, and the Perkins V State Plan. The plan is a collaborative effort between the core partners, the IWIB, the WIOA required partners, including postsecondary Perkins, and other stakeholders.

An electronic copy of the plan is located at:

<https://www.illinoisworknet.com/WIOA/Resources/Documents/Final%20Combined%20USP%20Plan%20Document.pdf>

Illinois Community College Board

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

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

Permanent Approval

John Wood Community College

- Web Development Certificate (29 credit hours)

Lake Land College

- Basic Nursing Assistant Certificate (17 credit hours)
- Commercial Truck Driving Training Certificate (7 credit hours)
- Geospatial Technology Certificate (17 credit hours)

McHenry County College

- Beverage Management Certificate (25 credit hours)

Moraine Valley Community College

- Cannabis Retail Specialist Certificate (13 credit hours)

Morton College

- Pipe Welding Certificate (25 credit hours)
- Multi-Process Welding Certificate (22 credit hours)
- Gas Metal Arc Welding Certificate (19 credit hours)
- Shielded Metal Arc Welding Certificate (16 credit hours)

Oakton Community College

- Cannabis Transportation, Logistics & Supply Chain Management Certificate (14 credit hours)

Olive-Harvey College

- Cannabis Dispensary Operations Specialist Certificate (11 credit hours)

Olney-Central College

- Unmanned Aerial Pilot Certificate (12 credit hours)

Prairie State College

- Income Tax Preparer Certificate (16 credit hours)

Illinois Community College Board

2019 ICCB ANNUAL ENROLLMENT AND COMPLETIONS REPORT

The Illinois Community College Board is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Fiscal Year 2019 Annual Enrollment and Completion Report derive from ICCB's Centralized Data System. This year's Annual Enrollment and Completion Report is based on fiscal year 2019 student enrollments and completions and provides comparative information from the four previous fiscal years (2015-2018). Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for 2019 and the four previous fiscal years (2015-2018).

The 2019 Annual Report on Student Enrollments and Completions Report is available at - https://www.iccb.org/iccb/wp-content/pdfs/reports/Annual_Enroll_Comp_2019_Final.pdf

Illinois Community College Board

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

Capital Projects
(Future Consideration)

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

ICCB staff formed a workgroup within the System to discuss changes to the Capital Project Submissions, Project Prioritization and Facility Reports. Active participation by CFO's, architects, and facility coordinators led to several suggested changes in the processes that make up the Capital submissions. The suggested changes were then brought to the entire System's CFO group to discuss. ICCB then came up with a plan to provide a more transparent process flow for project prioritization and data collection by amending administrative rules: 1501.603; 1501.604; 1501.607; 1501.608.

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

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

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

SUBPART B: LOCAL DISTRICT ADMINISTRATION

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

SUBPART C: PROGRAMS

Section	
1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service
1501.303	Program Requirements
1501.304	Statewide and Regional Planning

Agenda Item #9.6a
April 10, 2020

- 1501.305 College, Branch, Campus, and Extension Centers
- 1501.306 State or Federal Institutions (Repealed)
- 1501.307 Cooperative Agreements and Contracts
- 1501.308 Reporting Requirements
- 1501.309 Course Classification and Applicability
- 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
- 1501.311 Credit for Prior Learning
- 1501.313 Dual Credit

SUBPART D: STUDENTS

Section

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

SUBPART E: FINANCE

Section

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

SUBPART F: CAPITAL PROJECTS

Section

- 1501.601 Definition of Terms
- 1501.602 Approval of Capital Projects
- 1501.603 State Funded Capital Projects
- 1501.604 Locally Funded Capital Projects
- 1501.605 Project Changes (Repealed)
- 1501.606 Progress Reports (Repealed)
- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section

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

SUBPART H: PERSONNEL

Section

- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leave

1501.APPENDIX A Fee Schedule for Data Matching

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

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150,

Agenda Item #9.6a
April 10, 2020

effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019, amended at 44 Ill. Reg. _____, effective _____.

Section 1501.201 Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to ICCB in accordance with ICCB requirements and on forms provided by ICCB, where applicable. Listed in this Section is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board Office:

- January 15
 - annual financial statements and notice of publication (see Section 1501.506)

- January 31
 - certificate of tax levy (see Section 1501.510(f))
 - ~~construction project status reports (see Section 1501.607(a))~~

- February 1
 - annual African American Employment Plan Survey (see Section 1501.308(b))
 - annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))
 - annual Asian Employment Plan Survey (see Section 1501.308(b))
 - annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))

- February 15
 - spring semester (2nd term) enrollment survey (see Section 1501.406(b))

- March 1
 - annual Underrepresented Groups Report (see Section 1501.406(c))

- March 31
 - policies for the award of academic credit for prior learning (see Section 1501.311(a))

- June 15
 - annual faculty, staff salary and benefits data (see Section 1501.308(a))

- July 1
 - Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))
 - construction in progress and acreage (see section 1501.510(b))

- July 15
 - report of out-of-state extensions (see Section 1501.307(h)(4))
 - annual noncredit course enrollment (see Section 1501.406(d))

- August 1
 - annual student enrollment and completion data (see Section 1501.406(a))

• ~~square footage and acreage (facility information) (see Section 1501.510(b))~~

- September 1
- budget and tax survey (see Section 1501.510(d))
 - program review report (see Section 1501.303(d)(6))
 - program review listing (see Section 1501.303(d)(6))
 - ~~facilities data (see Section 1501.510(e) and 1501.607(ae))~~
 - annual Student Identification data submission (see Section 1501.406(f))
 - annual report of student course information submission (see Section 1501.406(g))
- October 1
- fall semester enrollment data (see Section 1501.406(a))
 - fall semester enrollment survey (see Section 1501.406(b))
- October 15
- faculty, staff and salary data (see Section 1501.308(a))
 - fiscal year budget (see Section 1501.504)
- November 1
- summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e))
- December 30
- external audit (see Section 1501.503(a))
 - annual instructional cost report (see Section 1501.510(c))
 - unexpended special initiative grant funds (see Section 1501.519(d))

30 days after the end of each term – credit hour claims (see Section 1501.406(b) and Section 1501.507(a))

(Source: Amended at 42 Ill. Reg. 24855, effective December 17, 2018)

Section 1501.501 Definition of Terms

"Annual Financial Statement" means an annual financial report and an annual program report that are required to be published by a district. An annual financial report includes a statement of revenues and expenditures, along with other basic financial data. An annual program report includes a narrative description of programs offered, goals of the district, and student and staff data.

"Attendance at Midterm" means a student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

"Auditor" means a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by

college officials, and identified on college records before the end-of-registration date of the college for that particular term.

"Deferred Maintenance Capital Renewal Grants" means State grants allocated proportionally to a community college district based on the latest ~~fall~~-on-campus nonresidential gross square feet of facilities as reported to ICCB. These grants are to be used for ~~miscellaneous~~-capital improvements such as rehabilitation; ~~remodeling, improvement~~ and repair as identified in Section 1501.601 and Section 1501.516; architect/engineer services; supplies, fixed equipment and materials; and all other expenses required to complete the work.

"Lincoln's Challenge Scholarship Grants" means scholarships provided to a community college for graduates of the Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs.

"Midterm Class List Certification" means the college's process for certifying to ICCB students in attendance at the midterm as part of the proof that a student's credit hours are eligible for State funding. The district shall file with ICCB a document outlining the process (including but not limited to specific steps and/or procedures, steps for obtaining an electronic midterm certification signature, etc.) it follows as part of that certification and the district shall file an amended process any time changes are made, but not less than once every five years.

"Midterm Certification Signature" means midterm class lists obtained and maintained by the college that are manually signed and dated by faculty or electronic signature of the faculty.

If the college chooses to accept an electronic signature of faculty, then the college must include in the midterm class list certification process a written summary explaining what steps are in place that ensure:

Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists they teach;

Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (that is, one or two weeks before and one or two weeks after the midpoint of the class);

A faculty member's identity is authenticated and attributed to the midterm certification signature;

The integrity of the electronically signed midterm class list of a course section has been secured and verified; and

The college has the capability of generating signed printed midterm class lists that support the ICCB credit hour claim submission.

A final grade sheet electronic signatures process, if adopted, should be implemented in the same manner as the electronic midterm certification signature.

"Residency – Applicability Proof" means the college's processes, in accordance with Section 2-16.02 of the Act, for verifying to ICCB the residency status of its students as part of the proof that its credit hours are eligible to receive ICCB grants. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this Section. A district shall file descriptions of any revisions to its process with ICCB before their implementation.

"Residency – General Provisions". The following provisions apply both to State and district residency definitions:

To be classified as a resident of the State of Illinois or of the community college district, a student shall have occupied a dwelling within the State or district for at least 30 days immediately before the date established by the district for classes to begin.

The district shall maintain documentation verifying State or district residency of students.

Students occupying a dwelling in the State or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the State or district and who obtain residence in the State or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

Students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have been recently emancipated from the Department and had a placement change into a new community college district shall be exempt from the 30-day requirement if they demonstrate proof of current in-district residency. Documentation of current residency may be submitted to the district from the student, a caseworker or other personnel of the Department, or the student's attorney or guardian ad litem.

Agenda Item #9.6a
April 10, 2020

"District Provisions". Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of State or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; or

students attending under a chargeback or contractual agreement with another community college.

"Special State Provisions". Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of State correctional/rehabilitation institutions located in Illinois;
or

employed full time in Illinois.

"Senior Citizen" means a person 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the Senior Citizens and Persons with Disabilities Property Tax Relief Act [320 ILCS 25].

"Special Initiatives Grants" means funds for conducting special initiatives activities. Special initiatives activities are based upon criteria specified in a grant agreement between the college or vendor and ICCB.

(Source: Amended at 42 Ill. Reg. 24855, effective December 17, 2018)

Section 1501.510 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB and according to the schedules indicated.

- a) Resource Allocation and Management Plan (RAMP) data by July 1 of each year.
- b) Construction in progress and acreage by ~~July 1-August 1~~ of each fiscal year.
- c) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 31 following the end of that fiscal year.
- d) A survey of local budget and tax extensions and collections by September 1 of each year.
- e) ~~F3, F6, B3, and R3-F~~ facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.
- f) Certificate of Tax Levy by January 31 of each year.

(Source: Amended at 41 Ill. Reg. 15723, effective December 18, 2017)

Section 1501.516 ~~Deferred Maintenance Capital Renewal~~ Grants

- a) Districts may apply annually to ICCB for approval of ~~deferred maintenance capital renewal~~ grant projects. Requests for ICCB approval of ~~deferred maintenance capital renewal~~ grant projects shall be submitted using forms prescribed by ICCB.
- b) Expenditures of funds from this grant are limited to ~~deferred maintenance capital renewal~~ projects that are within the scope of the definition of capital renewal grants contained in Section 1501.501.
- c) Funds received from this grant shall be accounted for in the Operations and Maintenance Fund (Restricted) (see Section 1501.511(a)(7)).
- d) Other sources of funding may be added to ~~deferred maintenance capital renewal~~ grant funds to finance larger projects.
- e) Projects shall be designed and constructed to meet all applicable facilities codes as specified in Section 1501.603(g).
- f) Authority to approve ~~deferred maintenance capital renewal~~ grant projects is delegated to ICCB or its Executive Director.

(Source: Amended at 41 Ill. Reg. 15723, effective December 18, 2017)

Section 1501.601 Definition of Terms

"Alter" means to remodel or modify a facility, without changing its original purpose or adding to its total dimensions, that would have been constructed differently had existing accessibility, energy conservation, or environmental protection laws, codes or standards (as specified in Section 1501.603(g)(2)) been in effect at the time of construction.

"Building efficiency" means the ratio of the total net assignable square feet (NASF) of a building, which includes the interior of classrooms, class laboratories, offices, study areas, libraries, special or general use areas, and supporting areas for each of these space types, to the total gross square feet (GSF) of a building, which includes circulation areas, custodial areas, mechanical areas and structural areas plus the NASF.

"Capital Project Design Phase" of a capital project means development of detailed architectural plans, specifications and cost estimates.

"Capital Project Needs Assessment" means the initial conceptualization and justification of the scope of the project.

"Credits" means capital project local contribution allowances certified by ICCB at its Board meeting on September 18, 1987.

"Deferred Maintenance Project" means a project that keeps a facility or asset in efficient operating condition, preserves the condition of the property, or restores property to a sound state after prolonged use.

"Facility" means any physical structure or entity that is necessary for the delivery of the district's programs and related services.

"Hazard" means a risk or peril resulting from unsanitary conditions, deficiencies in codes specified in Section 1501.603(g)(2), conditions increasing the risk of fire, or conditions otherwise endangering human life to a degree greater than normal.

"Licensed Architect or Engineer" means an architect or engineer licensed by or registered with the Illinois Department of Financial and Professional Regulation.

"Locally Funded" means a capital project funded totally from local district bond issues, local district operating funds, federal grants, foundation or other grants, gifts, student fees, or any non-state appropriated source.

~~"Maintenance Project" means a project that keeps a facility or asset in efficient operating condition, preserves the condition of the property, or restores property to a sound state after prolonged use.~~

"Primary Site" means any site constituting a campus as defined in Section 1501.301.

"Repair" means rehabilitate or return a facility to its original condition after damage or deterioration, without changing its original purpose or adding to its total dimensions, when the condition of the facility poses a hazard to individuals or threatens the structural integrity of the facility.

"Scope" means the parameters of the project, primarily the physical dimensions of the project and the function of space included within the project.

"Secondary Site" means any location where the district maintains a permanent presence, but does not meet the criteria of a primary site.

"State-Funded" means a capital project partially or fully funded with a State appropriation.

"Structural Defect/Deficiency Project" means a capital project that has a defect or deficiency directly attributable to inadequate design or construction, or defective construction materials.

(Source: Amended at 41 Ill. Reg. 15723, effective December 18, 2017)

Section 1501.603 State-Funded Capital Projects

- a) Projects Eligible to Receive State Funds. State funds may be requested for capital projects, both those to be purchased and those to be constructed, as defined in this subsection (a). The funds shall be requested before construction and may include or consist of architectural and engineering fees associated with the project. These projects shall consist of:
 - 1) Buildings, Additions, and/or Structures (including fixed equipment).
Types of buildings that may be included are:
 - A) Administration and student personnel services facilities;
 - B) Central utility facilities;
 - C) Classrooms;
 - D) Fine and applied arts classrooms and laboratories;

Agenda Item #9.6a
April 10, 2020

- E) Libraries;
 - F) Occupational technical, and semi-technical laboratories, shops and classrooms;
 - G) Other structures used for the operation and maintenance of the campus;
 - H) Physical education instructional facilities;
 - I) Science laboratories and related science facilities; and
 - J) Student areas appropriate to the needs of a commuter institution, including food services, lounge areas, study areas, storage lockers, child care facilities, and facilities for student activities such as newspaper editing and student government.
- 2) Land.
 - 3) Movable Equipment.
 - 4) Utilities (those beyond a five foot perimeter of buildings).
 - 5) Remodeling or Rehabilitation of Existing Facilities. These projects include provision for:
 - A) Access for students with disabilities;
 - B) Emergency repairs (including construction defects/deficiencies);
 - C) Energy conservation; and
 - D) Programmatic changes.
 - 6) Site Improvements.
 - A) Clearance;
 - B) Drainage;
 - C) Earth movement;
 - D) Finish grading, seeding, landscaping;
 - E) Other work required to make land usable as a building site;

- F) Parking; and
 - G) Streets and walkways.
- 7) Planning. A building project may be divided into sub-projects with planning funds (architect or engineering fees) requested for one fiscal year and construction funds requested in a subsequent year.
- b) Application Criteria for New Construction Projects at the Primary Site. In order for capital projects for new construction to be considered for State funding, the following requirements shall be met:
- 1) Certification of local board approval of the projects requested shall be provided.
 - 2) Certification shall be provided that funds or credits are available to provide the local share of the cost of the projects in accordance with Articles IIIA and V of the Act.
 - 3) Certification shall be provided that a suitable construction site is available. Suitability is determined through a site feasibility study and a Capital Development Board technical evaluation. The feasibility study shall address, at a minimum, the following:
 - A) The location of the site in relation to geography and population of the entire district and in relation to sites of the district's other colleges;
 - B) The impact on the surrounding environment, including the effect of increased traffic flow;
 - C) Accessibility to the site by existing and planned highways and/or streets;
 - D) Cost of development of the site in relation to topography, soil condition and utilities;
 - E) Size of the proposed site in relation to projected student population (as determined by census data) and land cost;
 - F) The number, location and characteristics (type of terrain, geography, roadway access, and suitability of the site for building purposes) of alternative sites considered; and
 - G) The location of the site in relation to existing institutions of higher education.

- 4) Requests for site acquisition shall include a local board of trustees authorization to purchase the site, a copy of the feasibility study, a local board of trustees resolution that local funds are available, a copy of the Capital Development Board evaluation, three appraisals of the property, and a written request for ICCB approval in addition to the information requested in the Resource Allocation and Management Plan/Community Colleges (RAMP/CC).
 - 5) Evidence of need for the space requested shall be provided either on a general enrollment basis as specified in subsection (e)(1)(C) or a specific program need basis as specified in subsection (e)(1)(D).
 - 6) The project shall be within the mission of a community college as set forth in Section 1-2(e) of the Act.
- c) Application Criteria for Remodeling and Rehabilitation Projects. Projects to remodel and rehabilitate a facility shall require submittal of the following:
- 1) An application on forms prescribed by ICCB;
 - 2) Certification of local board approval of the projects requested;
 - 3) Certification that funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act;
 - 4) A summary detailing the effects of the remodeling on space usage (classrooms, laboratories, offices, etc.); and
 - 5) A justification statement regarding the need to remodel.
- d) Application Criteria for Secondary Site Projects. Projects for the acquisition/construction of a new site and/or structure for purposes other than a primary site facility and projects for acquisition of sites and/or structures adjacent to the primary site shall require submittal of the following:
- 1) A resolution by the local board of trustees stating that:
 - A) Local funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act; and
 - B) The programs offered have been approved by ICCB and Illinois Board of Higher Education (IBHE) or approval of these stated programs by those boards is pending.
 - 2) Copies of at least two appraisals of the property.

- 3) Proof that the condition of the facility is not a threat to public safety. This shall include tests of structural integrity, asbestos, toxic materials, underground storage tanks, and other hazardous conditions. (Findings regarding the existence of these hazards shall not prevent the procurement of the site/structure but the knowledge of the hazardous condition and any costs incurred in correcting the condition shall be incorporated into the total cost of procuring the facility.)
 - 4) Identification of the location of the site and its relationship to the main campus, community college facilities in contiguous districts, and other higher education facilities in contiguous districts.
 - 5) Identification of all estimated costs associated with the purchase and any subsequent construction and/or rehabilitation of the site/structure.
- e) Project Priority Criteria. All projects must meet requirements as stated in Sections 5-3 and 5-4 of the Act. Capital project priorities will be established within the categories named in ~~this section; subsection (a) of this Section according to the following criteria:~~ New Facility, Remodel, Site Purchase, Utilities, and Site Improvement.
- 1) New Facilities: The acquisition of buildings/-additions/structures through construction of new facilities or purchase of existing facilities includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. All requests for new facilities must meet the criteria specified in either subsection (b) for new construction at a primary site or subsection (d) for secondary site projects. ~~The following criteria will be considered in establishing priorities for new facilities:~~
 - 2) Remodeling or Rehabilitation of Existing Facilities. These projects include provision for: Access for students with disabilities; Emergency repairs (including construction defects/deficiencies); Energy conservation; and Programmatic changes.
 - 3) Site Purchase. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.
 - 4) Utilities. Utilities projects (beyond a five foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.

- 5) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.
- 6) Additional consideration may be given to the priority ranking of a project if it had previous ICCB approval for planning or construction or a commitment made through prior appropriations by the State.
- 7) Facility scoring breakdown: A maximum of 100 points will be given for prioritized projects. The type of Space that is being constructed, purchased, improved or remodeled will be assigned a (10%) maximum priority point score; districts that are missing Core Campus Components (20%), exhibit a high utilization of space (20%), have a specialized programmatic need (20%), has a deficiency in available local resources (5%), have a commitment made through prior appropriations (10%), a structural consideration (5%) and (10%) will be scored based off of the districts own priority ranking of the project.
 - A) Type of space to be constructed, purchased, improved, or remodeled will contain 10% of priority points assigned, listed ~~constructed~~ (in priority order):
 - i) Instructional, study, office and student areas (all weighted equally):
 - Instructional space, including basic classrooms, lecture halls, seminar rooms and other rooms used primarily for scheduled instruction, both credit and noncredit. These rooms may contain multimedia or telecommunications equipment. Space used as classroom service, that is, projection rooms, telecommunication control booths, closets, etc., are included (FICM Codes 110-115). Instructional space also includes laboratory facilities, both class and open, used for instructional purposes and service areas that serve as an extension of the activities of the laboratory (FICM Codes 210-255).
 - Study areas, including all library facilities, any rooms or areas used by individuals at their convenience, general learning labs, and any service areas necessary to support the activities of these rooms (FICM Codes 410-455).

Agenda Item #9.6a

April 10, 2020

- Office facilities that provide work areas to support the academic, administrative, and service functions of the colleges. Also includes rooms such as student counseling rooms and testing areas, staff conference rooms, file rooms, and break rooms (FICM Codes 310-355).
 - Student service areas include general use facilities such as child care facilities (FICM Codes 640 and 645), food service facilities (FICM Codes 630 and 635), lounge facilities (FICM Codes 650 and 655), merchandise areas such as bookstores, student supply stores, or ticket outlet services (FICM Codes 660 and 665), and rooms used for recreation and amusement (FICM Codes 670 and 675). Meeting rooms used by the institution or the general public for a variety of nonclass meetings also are included (FICM Codes 680 and 685).
- ii) Support areas, including central administrative computer and telecommunications rooms, maintenance shops, garages, warehouses, and storage facilities (FICM Codes 710-765).
- iii) Assembly areas, including theaters, auditoriums, arenas, exhibition rooms, and concert halls, used primarily for general presentations or performances (FICM Codes 610-625). Includes areas that serve as an extension of the activities in that facility.
- iv) Physical education areas used for physical education instructional programs and intercollegiate and recreational activities. Includes areas such as gymnasiums, athletic courts, swimming pools, and other special use athletic facilities (FICM Codes 520, 523, and 525). (Does not include specific classrooms more appropriately classified under FICM Code series 100.)
- v) Special use facilities not included elsewhere, such as armory, armory services, media production services, clinics, etc. (FICM Codes 510, 515 and 530-590).
- B) Core Campus Considerations will contain 20% of priority points ~~– Priorities will be~~ assigned and will be given to colleges that do not have adequate core campus components in place. A core campus generally consists of classrooms, laboratories, student

services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.

- C) Space Criteria/Considerations will contain 20% of priority points assigned.
- i) Utilization of Existing Space will be calculated by FTE/NASF of the most recently completed fiscal year. Priority will be given to the districts that have the highest utilization of owned space. ~~Priorities will be assigned so that the higher utilization rate generated by weekly instructional hours for credit and noncredit courses offered at permanent locations owned by the college (college holds title, lease purchase, or purchasing contract for deed), the higher the priority that will be assigned. Instructional hours are defined as those enrollments generated by students taking credit and noncredit courses.~~
 - ~~ii) Space per Student. Requests for space will be assigned priorities so that the less existing permanent space per student available at facilities owned by the college (college holds title, lease purchase, or contract for deed), the higher the priority assigned to the project.~~
- D) Program Considerations will contain 20% of priority points assigned. Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:
- i) Documented need as evidenced by the college's accountability and productivity reviews;
 - ii) Labor market demand for completers of the program (as indicated by current manpower data);
 - iii) Unavailability of special facilities needed for the program; and
 - iv) Other special needs or measures as described in the program justification statement submitted by the college with the project request.

E) Deficiency in available Local Resources will contain 5% of priority points assigned. Consideration will be given to districts that qualify for Equalization 110 ILCS 805/2-16.02, contain a high poverty level within the district and have a high economically disadvantaged student body.

F) Prior ICCB or State obligations or appropriations will contain 10% of priority points assigned.

G) Structural Considerations will contain 5% of priority points assigned.

i) Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);

ii) Overall condition of space and/or other structural integrity considerations;

iii) Those projects that will result in financial and/or natural resource savings (e.g., energy conservation).

H) A districts own priority on the application will be assigned 10% of the priority points.

~~2) Remodeling or Rehabilitation of Existing Facilities. Remodeling or rehabilitation projects will be evaluated on structural considerations and/or programmatic considerations and core campus considerations, if applicable to project. Requests for remodeling or rehabilitation projects must meet the criteria specified in subsection (c). The following criteria will establish the order of remodeling/rehabilitation projects:~~

~~A) Structural Considerations (in priority order).~~

~~i) Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);~~

~~ii) Overall condition of space and/or other structural integrity considerations;~~

~~iii) Those projects that will result in financial and/or natural resource savings (e.g., energy conservation); and~~

~~iv) Those projects that will result in the development of more efficient utilization of existing space.~~

~~B) Program Considerations. Consideration will be given to the need for remodeling or rehabilitation of facilities based on the programs to be housed in the facilities. Priorities will be assigned so that the~~

~~greater the need for remodeling or rehabilitation, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:~~

- ~~-~~
- ~~i) Documented need as evidenced by the college's accountability and productivity reviews;~~
- ~~-~~
- ~~ii) Labor market demand for completers of the program (as indicated by current manpower data);~~
- ~~-~~
- ~~iii) Unavailability of special facilities needed for the program; and~~
- ~~-~~
- ~~iv) Other special needs or measures as described in the program justification statement submitted by the college with the project request.~~

~~-~~
~~C) Core Campus Considerations. Priorities will be assigned to colleges that demonstrate the need for remodeling or rehabilitation of existing core campus components due to either structural integrity issues or increased demand for services. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services and facilities to support high enrollment programmatic areas.~~

~~-~~
~~3) Land. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.~~

~~-~~
~~4) Utilities. Utilities projects (beyond a five foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.~~

~~-~~
~~5) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.~~

~~-~~
~~6) Additional consideration may be given to the priority ranking of a project if it had previous ICCB approval for planning or construction.~~

f) Changes in budget and/or scope to approved construction projects shall be submitted for approval according to the following criteria:

- 1) Changes in budget/scope totaling five percent or less of the approved project budget/scope shall be reconciled at the completion of the project and submitted to ICCB for information purposes.
 - 2) When changes in the project budget/scope have reached five percent, any subsequent change modifying the budget/scope of the project shall require approval by the ICCB Executive Director, prior to expenditure of funds on the additional work. The criteria the ICCB Executive Director will use for approving changes in the project budget/scope will be the same as are listed in this Section.
- g) Construction Standards. The standards listed in this subsection shall be applied in the design and construction of facilities.
- 1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
 - 2) Facilities Codes. All construction, remodeling and rehabilitation of facilities shall be in compliance with the following standards:
 - A) All incorporations by reference refer to the standards on the date specified and do not include any additions or deletions subsequent to the date specified:
 - i) International Building Code, 2015 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).
 - ii) International Mechanical Code, 2015 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).
 - iii) National Electrical Code, NFPA 70, 2014 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
 - iv) National Fire Protection Association 101, Life Safety Code, 2003 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
 - B) Illinois administrative rules that are referenced in this Part are:

April 10, 2020

- i) Illinois Plumbing Code (77 Ill. Adm. Code 890).
 - ii) Illinois Accessibility Code (71 Ill. Adm. Code 400) or the 2010 Americans with Disabilities Standards for Accessible Design (28 CFR 35 and 36), whichever is more stringent.
 - iii) Fire Prevention and Safety (41 Ill. Adm. Code 100).
 - iv) Illinois Energy Conservation Code (74 Ill. Adm. Code 600).
- C) Any local building codes that may be more restrictive than the codes listed in this subsection (g)(2).
- 3) State of Illinois Building Related Requirements. To assist the architect in determining which statutes and rules might be applicable to a project, the Capital Development Board (CDB) has assembled a Directory of Illinois Construction-Related Statutes and Rules that lists statutory requirements relative to State construction. CDB also maintains a List of Codes Used Throughout the State of Illinois by City or County. Both resources are available on CDB's website (<http://www.illinois.gov/cdb/business/codes/Pages/BuildingCodesRegulations.aspx>).

(Source: Amended at 41 Ill. Reg. 15723, effective December 18, 2017)

Section 1501.607 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB by July 1 of each year and according to the schedules indicated:

- a) Annual Facility Data and Project Updates that shall include, NASF of owned space by classroom, lab, office, study, support and special use categories.
- b) Estimated Deferred Maintenance annual cost and current backlog.
- c) All completed and in-progress projects using State funds.
- d) All completed and in-progress projects local projects with a cost of \$250,000 or more of funds.
- a) ~~Progress reports (as of December 31) of all construction projects by January 31 of each year.~~
-
- b) ~~Course resource data (S6 and S7) showing the facilities used by a course offered for credit during the fall term within 30 days after the end of the term. Facility~~

Agenda Item #9.6a
April 10, 2020

~~identifiers, building identifiers, and room identifiers reported in the course resource data should match identifiers that will be reported in the F3, F6, B3, and R3 records at the end of the current fiscal year.~~

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- e) ~~An inventory of its facilities and an update of this inventory annually by September 1 immediately following the end of the fiscal year. This facilities data (F3, F6, B3, and R3 records) shall be submitted in the format designated by ICCB and shall represent existing facilities in service at June 30 of the fiscal year just ended.~~
-
- d) ~~Course resource data (N6) for a non-credit offering (N1) showing the facilities used for each non-credit course offered during the fall term by August 15 following the end of the current fiscal year. Facility identifiers, building identifiers, and room identifiers reported in the N6 records should match identifiers that will be reported in the F3, F6, B3 and R3 records at the end of the current fiscal year.~~

(Source: Amended at 41 Ill. Reg. 15723, effective December 18, 2017)

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

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

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.