

Agenda Item #6.1

April 10, 2020

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

Agenda Item #6.1  
April 10, 2020

**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.



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## **RECOGNITION REPORT**

### **ILLINOIS CENTRAL COLLEGE**

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*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.

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## 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,

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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 prerequisites, 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

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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

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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

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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.*

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## 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

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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

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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

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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

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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.

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**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

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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

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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

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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.

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**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:*

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

**Noncredit Course Enrollment Data (N1)**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – <b>(07/15)*</b>	07/13/18	08/08/17	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)**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – <b>(08/01)*</b>	08/31/18	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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/05/18	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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/28/18	09/29/17	10/24/16	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)**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	10/26/15	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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/15/18	10/11/17	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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	11/05/18	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\***

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

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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/22/19	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/13/19	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)**

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

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



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## **RECOGNITION REPORT**

### **JOHN A. LOGAN COLLEGE**

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*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)**

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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (08/01)*	08/30/18	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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	09/04/18	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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	08/20/15	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/12/18	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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/12/18	10/16/17	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)

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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/15/18	10/23/17	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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	10/12/18	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\***

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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/07/18	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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/07/18	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/07/18	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/07/18	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

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

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

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

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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**

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### 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**

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**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 Approvalsto 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

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



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## **RECOGNITION REPORT**

## **KISHWAUKEE COLLEGE**

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*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)**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – <b>(07/15)*</b>	07/03/18	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)**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – <b>(08/01)*</b>	07/30/18	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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	08/02/18	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)

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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/11/18	10/19/17	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	10/22/18	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\*

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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/18/19	02/07/18	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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/18/19	02/07/18	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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/24/19	02/07/18	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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/24/19	02/07/18	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**

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

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



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## **RECOGNITION REPORT**

# **McHENRY COUNTY COLLEGE**

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*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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/22/18	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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	09/18/18	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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	10/03/18	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)**

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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/10/18	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**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	10/31/18	10/20/17	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\***

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	02/11/19	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**

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

Final Submission Varies See Note*	02/01/19	02/02/18	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/02/18	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/01/18	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/02/18	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

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/29/19	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)**

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

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