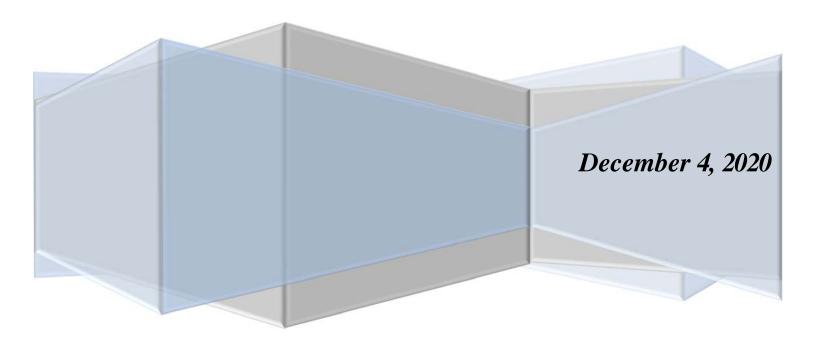# RECOGNITION REPORT

SOUTHEASTERN ILLINOIS COLLEGE

December 4, 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
SOUTHEASTERN ILLINOIS COLLEGE
December 2020

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Southeastern Illinois College, District 533. 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 Southeastern Illinois 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 Southeastern Illinois College's 2019-2020 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**

        Southeastern Illinois College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in Art, Theater, and Musical Theater, the Associate in Liberal Studies (A.L.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 includes signed Form 13's or documentation from Transferology indicating a current articulation match.

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

        Compliance Recommendations: None.

    3. **Academic Control**

        The institution maintains academic control of all units of instruction. The Executive Dean of Academic Services oversees the institution's process of maintaining, reviewing, and updating the master course syllabi and the faculty evaluation process. The division chairs and the Executive Dean of Academic Services perform program reviews to ensure quality and need.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Southeastern Illinois 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 (CTE) 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 Southeastern Illinois College's 2020 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2018 and 50 from fiscal year 2019. 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 2018 and 2019, 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 Southeastern Illinois College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors

During fiscal years 2018 through 2019, it was reported that 50 instructors (duplicated) taught transfer (1.1) dual credit courses. Of these instructors, three did not hold the appropriate credential to teach the transfer course. It was reported that 50 instructors (duplicated) taught career and technical education (1.2) dual credit courses. Of these instructors, four held the appropriate credentials but the number of hours of relevant work experience (i.e., 2,000) to teach career and technical education courses were not documented.

Students
After a review of the college self-study report and the additional audit materials requested by the ICCB, two did not meet the pre-requisites for their course. It was noted that the pre-requisites were waived by the counselor.

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

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Southeastern Illinois 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. Specifically, 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: After further review of instructor credentials, all of the dual credit instructors identified in the report met the College's faculty credential Board policy (4001.1), which meets ICCB and HLC standards. According to policy, SIC requires that for baccalaureate classes, faculty hold master's degree in content field or master's degree and 18 graduate credit hours in content field. In addition, for practice-oriented disciplines or programs, tested or equivalent experience may be used. Below is a link to the Board policy (4001.1).

> *SIC Board of Trustees Policy for Faculty Credentials 4001.1*
> *For those baccalaureate classes identified in the report, all were practice- oriented courses, including chorus, PE and a volunteer course. Based upon the qualifications of the instructors in question, all met the tested or equivalent experience requirements, documented through college transcripts and work history listed on their resumes in their personnel files.*

With regard to the CTE instructors identified, again all met the credential requirements set forth by the College. All have the appropriate work experience to teach the courses identified. Two of the CTE dual credit instructors identified are currently teaching as adjuncts for the College in their designated disciplines. One of the four instructors identified is a dual credit instructor within the district high school, and meets the requirements set forth by the College and the Dual Credit Quality Act. His work history with supporting documentation is on file in the College's Human Resources Office. As an added note, this particular instructor no longer teaches dual credit, as he has since retired.

See the attached Excel spreadsheet with credentials and rationale listed. Credential documentation is housed in the College's Human Resources Office, and can be made available upon request.

Compliance Recommendation 2: In order to comply with ICCB Administrative Rule 1501.507(b)(11)(C), the college must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response:
A waiver form was created and has been in use since 2012 specifically for high school students wanting to enroll in Early College coursework, but were slightly deficient on their placement scores, just under the cut-off scores. The waiver was created in consultation with high school counselors who are the best judge of the educational competency for their respective students. If they feel that a student can handle the rigor of a baccalaureate course (albeit with deficient placement scores), the high school counselor has been able to sign off on the waiver document. There is one exception to the waiver which is the college level composition course (ENG 121), in which students who do not meet college-level writing scores on the placement exam or from other multiple measures are not allowed to receive an Early College Program waiver. The College's Registrar has since updated the form to reflect more current SAT and Accuplacer scores. Attached is a copy of the current ECP waiver form.

6. **Assessment Plans**

   The institution has a systematic process to assess student learning in all degree and certificate programs. The Assessment Committee, chaired by the Executive Dean of Academic Services and an Academic Advisor, is responsible for reviewing data and ensuring that instructional activities are routinely assessed and evaluated. The assessment findings support the budget and strategic planning process and program placement recommendation. Program assessment is conducted annually, and each academic program is required to submit an assessment plan that assess a minimum of two learning outcomes.

   Compliance Recommendation: None.

7. **Student Evaluation**

Southeastern Illinois 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**

Southeastern Illinois College reports that instructors teaching a transfer-level course are 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 for full- and part-time faculty who taught in the academic years 2018 – 2019, which were requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that three faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses.

The Online Learning and Educational Technology department offers regular professional development sessions for faculty and archives the workshops for faculty to access online. The workshops cover online teaching and learning, accessibility of course material and ADA compliance, fair use and use of copyrighted material, and more.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Southeastern Illinois 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 2000 hours of demonstrated experience in the field.

College Response:
After further review of faculty credentials for those faculty members identified in this report, all have the appropriate documentation required to teach baccalaureate-level coursework, and have been hired by SIC's Board of Trustees to teach in their respective content areas. See attached Excel spreadsheet with rationale and credentials listed. Credential documentation is housed in the College's Human Resources Office, and can be made available upon request.

9. **Cooperative Agreements and Contracts**

As part of the recognition review for standard 9, Cooperative Agreements and Contracts, the following items of the college were reviewed: the college's self-assessment and the college catalog on the college's website. Southeastern Illinois 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 noted within the self-assessment and the college catalog. The college participates in a number of other cooperative agreements with Rend Lake College and Shawnee Community College. These agreements are current and have all been approved by the ICCB.

Compliance Recommendation: None.

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, student handbook, and the college's self-assessment. Southeastern Illinois College's Academic Calendar includes at least two 16 week semesters, 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 Southeastern Illinois College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. The college has shown intentionality in improving consistency and quality of the Program Review process. Southeastern Illinois 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 were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling
Southeastern Illinois College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and all students' continued success as they progress through their program. The college has three full-time advisors who are available to all students. A fourth advisor serves as part of the federal TRIO Student Support Services (SSS) grant program and serves only eligible students for that program. The advisors attend local, regional and state universities' articulation meetings throughout the year to stay current with information needed for students to transfer.

Compliance Recommendation: None.

Part B: Financial Aid
The college provided a holistic review of its Financial Aid Department. The college offers financial assistance through federal, state, institutional, and private funds. Students are provided information and access to financial support through workshops, brochures, and the college website. Multiple communication modes are employed to ensure students are aware of the available financial aid programs, such as grants, loans, part-time work-study positions, and scholarships. To assist students with the FASFA process, a computer is made available in the Financial Aid Office where the staff members work with students one-on-one to complete the FASFA form online. Financial Aid staff is available outside of normal office hours by appointment. The college did not offer any data on loan default rate.

Compliance Recommendation: None.

Part C: Placement
Academic advisors are available to aid with career counseling. Advisors assist students with tying academic goals to career goals. The college also employs a career evaluator who can assist in helping students identify career goals and interests. The college offers an employability skills course (EMP 111), a one-credit hour course that focuses on teaching students skills needed to become employed, such as writing cover letters and resumes, interviewing skills, etc. The course is open to all students and required in a few CTE related certificates and A.A.S. degree programs.

Compliance Recommendation: None.

Part D: Support Services
Southeastern Illinois College provides various support services to students, including the Office of Disability, Student Life, TRiO, and veteran's services.

The College employs a comprehensive academic early alert system to retain students who have experienced academic difficulty. Faculty can send academic alerts through Starfish's early alert system. These alerts are sent to students through their student e-mail accounts. Alerts are also sent to academic advisors who provide one-on-one follow-up with students.

The four advisors are responsible for the following subset of students:
- students who qualify through the Americans with Disability Act (ADA), international students, and veterans
- students seeking to transfer to a four-year institution and Perkins/CTE eligible students
- student-athletes participating in National Junior College Athletic Association (NJCAA) sports and students in the TRIO-SSS program

The college has established a Diversity Committee comprised of faculty and staff from various departments across campus. The committee reviews diversity initiatives across campus that involve academics, business operations, and student data, and, as needed, the committee makes recommendations to the president.

Compliance Recommendation: None.

3. **FINANCE/FACILITIES**

1. **Credit Hour Claim Verification**
   ICCB staff conducted a desk review in summer of 2020. 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 2018, fall 2018, and spring 2019 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 courses (CPR) that did not comply with 110 ILCS 805/2-16.02 which states the district much have 50 percent of the cost of a program to submit a course for state grants. The district must resubmit the fiscal year 2020 SU/SR to reclassify

those courses, placing them on the SR.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02 Southeastern Illinois College must resubmit all fiscal year 2020 SUSR claims after removing the unallowable CPR courses.

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 2015 through 2019 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 Executive Dean of Administrative Services (CFO) reviewed annual audits for 2015, 2016, 2017, and 2018 with an analysis of revenues, expenditures, and fund balances. The study resulted in a comparison of Southeastern Illinois College's fund balances to the comparable statewide averages. Revenue sources were examined to determine the accuracy of budgeted expectations in relation to audited results. Revenue and expenditure trends were analyzed over a four-year period within the base financial model of the college. The CFO also examined the contingency model for accuracy and relevance. The changes in college debt along with the legal debt margin were also reviewed as were the budget construction process and associated contingency planning. The CFO annual presentations of tax levy data were examined to assess the value of information toward contingency planning for reduction in local tax revenues due to EAV and TIF programs.

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.
Resource Allocation Management Plan (RAMP)
The submissions due in fiscal years 2014 through 2018 (on hold for fiscal year 2019) were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements: The latest five years of Illinois Community College Board (ICCB) data submissions by Southeastern Illinois College were reviewed—generally this includes fiscal years 2016-2020 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are 12 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 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.

Southeastern Illinois College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Southeastern Illinois College officials have met ICCB deadlines for many submissions. Overall, Southeastern Illinois 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 years 2019 and 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Southeastern Illinois College's A1 submission met the reporting deadline in none of the past five fiscal years; the fiscal year 2020 submission was finalized five weeks late, the fiscal year 2019 and fiscal year 2018 submissions were two months late, the fiscal year 2017 submission was one month late, and the fiscal year 2016 submission was finalized one-half month past the reporting deadline. The submissions took between four and eight submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in four of the five years reviewed; the fiscal year 2017 submission contained less than one percent of records with unknown Degree Objective. The proportion of records with unknown Entry Intent and Current Intent ranged between 11 percent and 16 percent across the five years reviewed. Entry Intent and Current Intent are the same for each record in the five most recent submissions reviewed, which suggests that Current Intent is not being updated. The proportion of records with unknown Highest Degree Previously Earned increased from nine percent in fiscal year 2016 to 15 percent in fiscal year 2020. The proportion of records with unknown High School Rank was nearly 70 percent in the year 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 one of five fiscal years reviewed; the submissions were finalized between three days and one month past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Southeastern Illinois College met the reporting deadline in one of the five years reviewed; the submissions were finalized between three days and four weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to seven, 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 seven 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. Southeastern Illinois College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was three, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Southeastern Illinois College met the reporting deadline in none of the five years reviewed; the submissions were finalized between eight days and one month past the reporting deadline. The number of submissions needed to finalize the data ranged from three to five, and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2019 and 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 2019 submission was finalized nine days late, and the fiscal year 2017 submission was finalized nearly seven months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to eight, 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. This data was verified by college officials as valid and accurate. Southeastern Illinois College met the reporting deadline for the **Fall Enrollment Survey** in four of the five years reviewed; the fiscal year 2019 submission was finalized 10 days late. 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. Southeastern Illinois College data submissions met the reporting deadline in two of the last five fiscal years; the fiscal year 2020 submission was finalized about three weeks late, the fiscal year 2019 submission was two days late, and the fiscal year 2018 submission was finalized one-half month 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 three percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between seven percent and 25 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about 20 percent of the records in the one year 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 two days 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 four of the past five fiscal years; the fiscal year 2018 submission was finalized 11 days late. 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 (58.33 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2019 and fiscal year 2018 submissions were finalized two days late, and the fiscal year 2017 submission was finalized nine days past the reporting deadline. The number of submissions required to finalize these data ranged from two to five. The **Faculty, Staff, and Salary (C2)** electronic data submission did not meet the reporting deadline in the one year reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 was moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in two of the past five fiscal years; the fiscal year 2019 submission was finalized three days late, the fiscal year 2018 submission was one month late, and the 2016 submission was finalized 11 days past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Southeastern Illinois College met the submission deadline in one of the past five years reviewed; the submissions were finalized between four days and 13 days late. The number of submissions needed to finalize the data ranged from two 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. Southeastern Illinois College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in 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 Recommendation: 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 Southeastern Illinois College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Annual Faculty, Staff, & Salary Data (C1)**, the **Faculty, Staff, & Salary Supplementary Information**, the **Noncredit Course Enrollment Data (N1)**, and the **Annual Faculty, Staff, & Salary Data (C3)**.

College Response:

The College has determined that in most of these cases, the editing process did not start soon enough nor consistently around the same time each cycle to ensure timely completion of each submission. The College's IT department has a State and Federal Reporting Schedule on the Intranet (for employee)s with report name, person responsible, due date, etc. What has not been emphasized and fully accounted for is the "start date," recognizing the fact that some reports take significantly more time internally to compile and complete accurate and vetted information. The College is going to modify this process to have consistent "start dates" based on submission history for how long it typically takes to compile these reports. Starting on a more consistent basis should significantly improve timeliness in problem areas.

Southeastern Illinois College - Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission – **(07/15)***	08/07/19	07/18/18	08/02/17	07/13/16	07/09/15
# Submissions to Final	4	3	2	2	3
Timeliness	23 days late	2 days late	16 days late	on time	on time
Duplicated Head Count	4816	2334	1227	510	370
Unduplicated Head Count	2180	1547	1173	351	283
# Error Codes in Final Submission	3	1	3	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.35 percent	0.25 percent	1.62 percent	0.20 percent	0.00 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.26 percent	0.33 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.31 percent	0.00 percent	0.00 percent	0.39 percent	2.16 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	7.89 percent	6.73 percent	8.31 percent	17.45 percent	25.41 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	N/C**	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	N/C**	21.89 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	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission – **(08/01)***	09/06/19	10/01/18	09/27/17	10/03/16	08/18/15
# Submissions to Final	4	7	4	7	8

Timeliness	36 days late	61 days late	57 days late	32 days late	15 days late
Head Count (total incl. 0 hrs enroll.)	3781	3922	4153	4852	5071
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	6	6	6	3
# Critical Errors in Final Submission	0	1	1	0	0
% Records with Errors in Final Sub.	2.38 percent	3.56 percent	11.02 percent	10.96 percent	7.59 percent
% 0 Cumulative GPA in Final Sub.	21.58 percent	20.83 percent	22.49 percent	22.14 percent	22.86 percent
% 0 Cumulative Hours in Final Sub.	20.66 percent	19.91 percent	21.67 percent	20.94 percent	21.51 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	10.66 percent	11.68 percent	10.81 percent	10.88 percent	15.64 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	10.66 percent	11.68 percent	10.81 percent	10.88 percent	15.64 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.04 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	15.29 percent	13.95 percent	13.39 percent	10.47 percent	9.15 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	67.82 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	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission – **(09/01)***	09/06/19	09/28/18	09/27/17	10/03/16	08/25/15
# Submissions to Final	4	5	3	7	5

Timeliness	3 days late	24 days late	26 days late	18 days late	on time
Record Count (duplicate completions)	294	395	474	660	606
Total Number of Completions from A1	275	364	441	607	560
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.15 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	4.76 percent	4.81 percent	6.75 percent	6.52 percent	3.96 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Student ID Submission (ID)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission (09/01)*	09/06/19	10/02/18	09/22/17	10/04/16	08/25/15
# Submissions to Final	4	4	1	4	1
Timeliness – Data Due	3 days late	28 days late	21 days late	19 days late	on time
Head Count in Final Submission	3781	3922	4153	4852	5071
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	3	2	3
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission (09/01)	N/C*	N/C*	N/C*	N/C*	08/13/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	3
Timeliness – Data Due	N/C*	N/C*	N/C*	N/C*	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	N/C*	57
# Error Codes in Final Submission	N/C*	N/C*	N/C*	N/C*	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	N/C*	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	N/C*	0.00 percent

*The SD submission was eliminated in FY 17

Annual Course Data (AC)

Fiscal Year Collected	**2020**	**2019**	**2018**	**2017**	**2016**
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission – **(09/01)***	09/11/19	10/02/18	10/04/17	10/04/16	09/11/15
# Submissions to Final	3	3	5	3	3
Timeliness	8 days late	28 days late	33 days late	12 days late	10 days late
# Error Codes in Final Submission	1	2	2	1	1
# Critical Errors in Final Submission	0	1	1	0	0
% Records with Errors in Final Sub.	0.11 percent	0.15 percent	0.15 percent	0.22 percent	0.15 percent
% Dual Credit in Final	11.98 percent	12.13 percent	11.23 percent	11.93 percent	9.91 percent
% Remedial (PCS 14) in Final	3.77 percent	4.08 percent	4.23 percent	3.28 percent	3.67 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	**2020**	**2019**	**2018**	**2017**	**2016**
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – **(10/01)***	09/24/19	10/10/18	09/29/17	05/11/17	09/17/15
# Submissions to Final	1	8	3	5	1
Timeliness	on time	9 days late	on time	206 days late	on time
Head Count in Final Submission	1732	1650	1655	1820	2034
Discrepancy between E1 & Survey	0	0	0	0	0

# Error Codes in Final Submission	2	3	4	3	3
# Critical Errors in Final Submission	0	0	1	0	0
% Records with Errors in Final Sub.	1.09 percent	1.75 percent	0.42 percent	1.81 percent	1.37 percent
Current Intent Coverage in Final Sub % coded as unknown	8.03 percent	8.73 percent	7.55 percent	8.52 percent	9.00 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	96.65 percent	96.36 percent	96.56 percent	96.59 percent	96.95 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	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/26/19	10/11/18	10/02/17	10/03/16	09/28/15
Timeliness	on time	10 days late	on time	on time	on time
Head Count	1732	1650	1655	1820	2034
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	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/04/19	10/17/18	10/18/17	11/04/16	10/14/15
# Submissions to Final	2	3	3	5	3
Timeliness	on time	2 days late	2 days late	9 days late	on time
# Error Codes in Final Submission	4	2	4	3	3
# Critical Errors in Final Submission	2	2	3	2	2
% Records with Errors in Final Sub.	21.71 percent	19.10 percent	22.58 percent	21.71 percent	19.68 percent
% Unknown Employment Class (8)	10.53 percent	12.10 percent	12.90 percent	14.86 percent	13.99 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	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – **(10/15)**	N/C*	N/C*	N/C*	N/C*	10/26/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
Timeliness	N/C*	N/C*	N/C*	N/C*	11 days late

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – **(10/15)***	10/15/19	10/18/18	11/28/17	11/04/16	10/26/15
# Submissions to Final	1	1	1	1	1
Timeliness	on time	3 days late	35 days late	on time	11 days late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission **(11/01)***	10/07/19	10/03/18	11/03/17	10/25/16	10/21/15
Timeliness	on time	on time	2 days late	on time	on time

*Due 11/02 in FY 16

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission **(02/15)***	01/29/19	02/20/18	02/10/17	02/11/16	02/13/15
Timeliness	on time	11 days late	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18
**Due 02/09 in FY 18; 02/17 in FY 15

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015

	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/30/18	02/10/17	02/01/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

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

Asian American Employment Plan Survey

Fiscal Year Collected	**2019**	**2018**	**2017**	**2016**	**2015**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/30/18	02/10/17	02/01/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	**2019**	**2018**	**2017**	**2016**	**2015**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/30/18	02/10/17	02/01/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	**2019**	**2018**	**2017**	**2016**	**2015**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/29/18	02/10/17	01/22/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

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

Underrepresented Groups Report

Fiscal Year Collected	**2019**	**2018**	**2017**	**2016**	**2015**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/30/19	02/13/18	02/03/17	03/09/16	01/30/15
Timeliness	on time	on time	on time	on time	on time

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	05/26/16	05/06/15
# Submissions to Final	N/C*	N/C*	N/C*	2	1
Timeliness	N/C*	N/C*	N/C*	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	1
# 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	2.77 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	35.00 percent	58.33 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	Yes

*The FS submission was eliminated in FY 17
**Due 5/31 in FY 16; 06/01 in FY 15
***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/06/19	06/19/18	06/20/17	06/28/16	06/25/15
# Submissions to Final	4	2	3	3	3
Timeliness	on time	4 days late	5 days late	13 days late	10 days late
# Error Codes in Final Submission	2	1	1	1	2
# Critical Errors in Final Submission	2	1	1	1	1
% Records with Errors in Final Sub.	12.70 percent	10.61 percent	12.19 percent	13.02 percent	12.29 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	0.41 percent	0.41 percent	0.35 percent	0.33 percent

*Due 06/17 in FY 19