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 2016 – 2020 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 2020, Heartland Community College and Moraine Valley Community College underwent an in-depth recognition evaluation. The college 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:

Heartland Community College, District 540
Moraine Valley Community College, District 524

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.
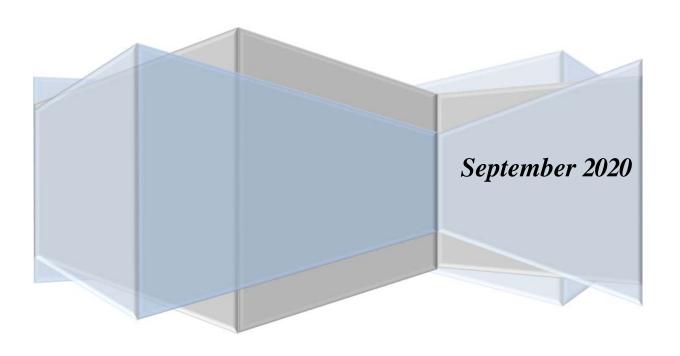
> *Recognition Interrupted* – The district fails to take corrective action to resolve the conditions placed upon it under "recognition continued-with conditions" within a prescribed time period. A district which has been assigned a status of "recognition interrupted" may apply for recognition at such 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.

Data deriving from ICCB's Centralized Data System will be shared about Illinois community college equity, enrollment, and outcome trends in Illinois and in comparison to other sectors. Student subgroups such as race/ethnicity will be included in the student population analysis. The publicly available Illinois Postsecondary Profiles platform will be briefly discussed to highlight continued efforts to ensure transparency in equity outcomes.

RECOGNITION REPORT

HEARTLAND COMMUNITY COLLEGE

September 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
HEARTLAND COMMUNITY COLLEGE
September 2020

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Heartland Community College, District 540. 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 Heartland Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. **INSTRUCTION**

    1. **Degrees and Certificates**

       A comparison between Heartland Community 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**

       Heartland Community 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 includes signed Form 13s or documentation from Transferology indicating a current articulation match.

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

       Compliance Recommendations: None.

    3. **Academic Control**

       According to Heartland Community College, the college maintains academic control of the design, conduct, and evaluation of academic programs. The institution's process indicates that the relevant faculty and two shared governance committees, the Curriculum and Academic Standards Committee, and the Assessment Committee, coordinate curriculum development and assessment functions.

       Compliance Recommendation: None.

4. **Curriculum**

4a) A comparison between Heartland Community College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education (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 Heartland Community 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 Heartland Community 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 68 instructors taught transfer (1.1) dual credit courses. Of these instructors, six did not appear to hold the appropriate

credentials to teach transfer courses. It was reported that 31 instructors taught career and technical education (1.2) dual credit courses. All instructors held the appropriate credentials and number of hours of relevant work experience to teach career and technical education courses.

Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, one student did not meet the pre-requisite requirements for the dual credit course.

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), Heartland Community 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. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The college noted several areas where tested experience or proficiency was observed in lieu of the required credentials cited in Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B). The ICCB does not have a policy on tested experience. 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: College processes for reviewing faculty credentials and approving faculty to teach are identical for dual credit as they are for any campus course and we believe those processes are sound. There were 8 discrepancies noted by ICCB.

In the cases found to be in violation, 4 were approved on tested experience which we believed to be an accepted means of approval per the Higher Learning Commission (HLC). While we now understand the ICCB does not currently have a standard related to tested experience, the HLC requires the colleges to develop a tested experience policy at the college level. Therefore, it would be appropriate and beneficial for the ICCB to develop relevant standards. In the meantime, HCC will de-approve the 4 instructors currently approved under the College's tested experience policy.

In another case in math the faculty member in question, does has have the math graduate hours to teach dual credit MATH 141: Intro to Statistics (8 in math content plus meets 18 minimum with math education graduate hours), but he was inappropriately also qualified to teach MATH 111: Finite. That has been corrected.

The final case, for CHLD 101 and CHLD 102, was approved in error and has been de-approved.

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: College processes for ensuring students meet the criteria, prerequisites, and/or placement procedures for each course are sound. However, in the one incident we cited for non-compliance our Associate Dean of Technology and the dual credit instructor of record approved an exception; because the student had already demonstrated knowledge through successful completion of prior coursework that corresponded directly with the curriculum of the required prerequisite course. No such exceptions that are not accounted for in our policies, standards, procedures or guidelines will be allowed in the future.

6. **Assessment Plans**

The institution has in place a systematic process to evaluate student performance and ensure quality of academic programs. The plan indicates that programs conduct program and course assessment using the ICCB's Program Review Process and the Higher Learning Commission's accreditation reaffirmation process. The Master Course Syllabus review process verifies learning outcomes and essential competencies. An annual assessment allows faculty opportunity to submit evidence of student learning assessment, reflect on assessment activities, and offer recommendations for updates to the learning outcomes and essential skills. Additionally, the institution utilizes the following external instruments to compare Heartland Community College to other institutions across the state and nationally: CCSSE, SSI survey, NCCBP. The Assessment Committee coordinates the student learning assessment in academic courses and co-curricular activities.

Compliance Recommendation: None.

7. **Student Evaluation**

Heartland 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, mid-term grades, and change of grades.

Compliance Recommendation: None.

8. **Faculty Qualifications/Policies.**

Heartland 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 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 two faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

The institution's Instructional Development Center provides professional development opportunities for faculty in the areas of accessibility, assessment, student support, personal development, sustainability, technology, and a host of other topics. The Center for Disability Services serves students who self-disclose their need for accessibility support and resources, and liaises with faculty to ensure students receive appropriate accommodations.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. 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: Heartland Community College employs a sound process for ensuring instructors meet the standards set by the Higher Learning Commission and the ICCB. Three instructors were indicated as not having met the ICCB standards. A further review of the faculty documents indicates the following: The qualifications audit one was modified by the Provost upon review. The initial finding that the faculty member was qualified to teach English was overturned. This information was conveyed to HR. However, the Provost's office failed to follow up with the hiring supervisor. This is a flaw in the system,

which we will correct. The faculty member is qualified to teach Education courses, not English. A review of the Qualifications Audit for another faculty member reveals an error. The audit indicates a Master's degree in English. In fact, the faculty member holds an MS in Curriculum and Instruction. He does not have sufficient graduate hours in English to qualify to teach English.

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 college catalog. The college relayed in the self-assessment that it offers an A.A.S. in Industrial Maintenance at the Exelon Clinton Power Station. Agreement was reached with Richland Community College, the district home to the power station, to offer this program under a customized training contract with Exelon Corporation. Instruction is provided exclusively onsite at the Exelon Clinton Power Station to incumbent Exelon employees. The self-assessment made mention of no other cooperative agreements currently in place.

Heartland Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. Reference is made to the CAREER Agreement, not by name, on page 244 of the college's course catalog. However, it incorrectly references that the agreement is with 36 colleges.

<u>Compliance Recommendation:</u> None.

<u>Advisory Recommendation:</u> All cooperative and inter-district agreements must be approved by the ICCB. The college should submit to the ICCB for retroactive approval the agreement with Richland Community College to offer instruction at the Exelon Clinton Power Station.

The ICCB recommends that Heartland Community College update their course catalog to reflect that all 39 community college districts are now participating in the CAREER Agreement.

College Response: No cooperative or inter-district agreement exists related to the Customized Training Program at Exelon's Clinton Power Station. Richland Community College was approached by Exelon to offer a customized program. Richland did not believe themselves able to provide such a program and declined. Heartland was then approached by Exelon and developed an appropriate program. HCC reached out to Richland's CAO, Denise Crews, who provided verbal confirmation that Richland was not interested in the program and was agreeable to HCC moving forward with Exelon. Richland plays no role in the customized training. A customized training agreement between Exelon and HCC is available for review.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog, policy handbook, college website, student handbook, and the college's self-assessment. Heartland Community College'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 conform to Administrative Rule 23 Ill. Adm. Code 1501.303 e)6.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Heartland Community 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. Heartland Community 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
Heartland Community College's advising and counseling program is extensive 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. Heartland has adopted a Strategic Enrollment Management approach to combine clear and focused enrollment goals and a plan for enrollment management/student success that is coordinated across Academic Affairs, Enrollment Services, and Student Support Services to best serve students and assist them in reaching their goals. The college has several advising initiatives such as Intentional Design of Advisement Appointment, pop-in appointments, priority advising, Near-Completer, HS Dual Credit Advisement Rediscover Heartland, and Outreach to Stop-Outs. The college plans to increase continued intrusive efforts in working with students at 15, 30, and 45 credit hours to plan accordingly for completion of credential and continue monitoring the impact on successful progress for those students completing the NSD appointment.

Compliance Recommendation: None.

Part B: Financial Aid

Heartland Community College provided a holistic review of its Financial Aid Department. All awarded students are sent emails directing them to the student center awards page, each student is sent an electronic copy of the award letter to the campus email account and the college is using the Shopping sheet provided by the Department of Education to show school budget and how aid will apply, so the student can compare cost benefits of attending the institution. The financial aid office provides weekly workshops on Wednesday and offers students the opportunity to schedule a 1:1 appointment for assistance with the FAFSA completion process. According to the college, in 2018 a pilot program was initiated to give students additional support during a financial aid probationary period. The program focused on students who were granted appeals for continued eligibility and placed on a probation for financial aid. If a student needed more than 12 credit hours to regain full eligibility, the student was required to meet with a success coach and develop a plan of action for long term success. As a condition of the probation contract, the student is required to meet with a success coach before completion of the probationary term. Success plans are maintained in the student's file. During the pilot period, there has been a 15 percent increase in the number of students meeting conditions of probation and maintaining eligibility for future terms

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. The college indicated that it is in the process of examining how to best structure and provide comprehensive career counseling and advising as well as support for job experiences (job shadows, internships, apprenticeships) and job placement. A proposal for a new structure will be finalized by summer 2020, with any restructuring of personnel and supports to be completed in fiscal year 2021.

Compliance Recommendation: None.

Part D: Support Services
Heartland Community 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 college currently has two initiatives to improve efforts which include a Strategic Enrollment Management plan goal to increase enrollments from traditionally under-represented racial/ethnic groups and a Presidential Task Force on

Diversity and Inclusion.

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

Veterans and military personnel student services are provided by a variety of personnel at the college including the Director of Financial Aid, the Assistant Director of Financial Aid and Veterans Affairs, an academic advisor assigned to serve veterans, and the Coordinator of Success Connections assigned to provide success coaching to veterans. Additionally, the college has a Veterans' Center designed to serve as a centralized resource for the 250+ Armed Forces veterans currently attending Heartland Community College.

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 November 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 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 (Law Enforcement and EMT 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 for state grants. The district will recertify the corrected hours after removing those courses.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02 Heartland Community College must recertify all FY19 SUSR claims after removing the unallowable Law Enforcement and EMT courses.

College Response: The credit hour claim certification for FY19 was resubmitted to ICCB

on January 9, 2019 after removing the EMT and Law Enforcement classes.

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 Presidential Task Force on Financial Sustainability Committee developed a set of recommendations for the Board of Trustees' consideration related to policies, procedures, and strategies pertaining to long term financial planning, which includes a debt service policy. The task force reviewed Heartland Community College's history, policies, practices, and legal obligations regarding capital debt service and borrowing.

   The task force recommended to the Board of Trustees a debt management policy to use tax exempt and taxable debt instruments as part of the strategy to maintain financial health and stability while keeping debt maturity as short as economically feasible and never longer than the useful life of the asset or the Internal Revenue Service limits, whichever is greater. The Board of Trustees approved the policy in September of 2019.

   Heartland Community College's debt capacity ratios provide information to help assess the affordability of the College's current levels of outstanding debt and the ability to issue additional debt in the future. They are calculated and reported annually in the statistical section of the College CAFR. This practice demonstrates the college's commitment to accountability and fiscal compliance.

   The college has consistently been well within (under) its legal debt limit of 2.875 percent

of assessed valuation. As of fiscal year 2019, Heartland Community College had four outstanding general obligation bond issues totaling $58,120,000 along with bond premiums totaling $5,787,045 for a total net general bonded debt amount of $63,907,045. The legal debt margin for fiscal year 2019 is $66,281,419 and the total debt as a percentage of the debt limit is 49.09 percent.

Future debt issuances are discussed with the Board periodically at the Board retreat and with the finance committee. For the past several years, the college has strategically issued debt on a biennial basis to (1) manage and control the tax rate and (2) to provide funding for technology purchases and capital projects that would not have otherwise been able to be funded from operating funds. The long-term strategic budget incorporates the plans for future bonding.

An industry recognized indicator of sound financial planning and performance of an institution is the rating applied to new debt issues. The most recent Heartland Community College debt issue was rated in 2017 by Standard and Poor's. That $10,145,000 taxable general obligation bond issue was rated AA+ (Stable Outlook) by Standard and Poor's. This rating places the college's debt at the high quality investment grade level. Heartland Community College's AA+ rating is among the highest ratings among all Illinois Community College Districts. The Standard and Poor's rating report stated that it expects the district to maintain its stable financial operations given prudent fiscal management.

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 19) 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 Heartland Community 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.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in 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. Heartland Community College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2020 submission was finalized two weeks late, the fiscal year 2019 submission was 12 days late, the fiscal

year 2018 submission was one day late, and the fiscal year 2016 submission was finalized three days past the reporting deadline. The submissions took between three and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent increased from 20 percent in fiscal year 2016 to 24 percent in fiscal year 2020. The proportion of records with unknown Current Intent ranged between 19 percent and t23 percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned improved from 31 percent in fiscal year 2016 to eight percent in fiscal year 2020. The proportion of records with unknown High School Rank was unknown in all records 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 each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Heartland Community 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 three, 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 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. Heartland Community College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was one, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Heartland Community 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 four of the five years reviewed; the fiscal year 2019 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 each of the past five years. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions in five of the five years reviewed. Heartland Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission

was finalized two days late and the fiscal year 2016 submission was finalized five days past the reporting deadline. 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. Heartland Community College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2019 submission was finalized three days late, and the fiscal year 2016 submission was finalized three 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 proportion of records with unknown Race/Ethnicity ranged between 10 percent and 14 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about one-third 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 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 four of the past five fiscal years; the fiscal year 2019 submission was finalized four 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 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 neither of the two submissions reviewed.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2020 and the fiscal year 2018 submissions were finalized one day late, the fiscal year 2019 submission was two days late, and the fiscal year 2016 submission was finalized about two months past the reporting deadline. The number of submissions required to finalize these data ranged from two to three. 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 three of the past five fiscal years; the fiscal year 2019 submission was finalized one day late, and the fiscal year 2016 submission was finalized two months past the reporting deadline.

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

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Heartland Community 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 one of the past five fiscal years; the fiscal year 2019 submission was finalized two and a half weeks late, the fiscal year 2018 submission was six days late, the fiscal year 2017 submission was two days late, and the fiscal year 2015 submission was finalized about three weeks 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 Recommendation: 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 Heartland Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Faculty, Faculty, Staff, & Salary Data (C1)**, and the **Underrepresented Groups Report**.

College Response: The College continues to refine the process for ICCB report submissions and has improved accuracy, completeness and timeliness. Although we strive for all three aspects, when an issue is found after the reporting deadline, a subsequent submission will be made to address the first two aspects. As an example of the improved processes, the A1 report for FY 2021 was finalized 2 weeks early on 7/13/2020 along with the ID, A2, and AC which were 7 weeks prior to their deadline.

Heartland Community 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)***	07/15/19	07/19/18	07/06/17	07/14/16	10/13/15
# Submissions to Final	3	2	2	2	4
Timeliness	on time	3 days late	on time	on time	90 days late
Duplicated Head Count	15190	17236	16135	18802	16103
Unduplicated Head Count	10806	12613	12016	13092	12985
# 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.	0.25 percent	0.52 percent	0.71 percent	0.24 percent	0.34 percent
% Unknown Age in Final Submission no value or .	0.18 percent	0.45 percent	0.64 percent	0.22 percent	0.30 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.01 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	11.69 percent	14.44 percent	10.75 percent	9.79 percent	13.05 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**	32.92 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)***	08/15/19	08/13/18	08/02/17	09/01/16	08/06/15
# Submissions to Final	5	4	3	3	4

Timeliness	14 days late	12 days late	1 day late	on time	3 days late
Head Count (total incl. 0 hrs enroll.)	8667	8996	9210	9084	9496
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	4	4	2	3
# Critical Errors in Final Submission	0	1	1	0	0
% Records with Errors in Final Sub.	0.03 percent	0.24 percent	0.18 percent	0.29 percent	2.85 percent
% 0 Cumulative GPA in Final Sub.	19.73 percent	21.87 percent	24.00 percent	22.64 percent	26.64 percent
% 0 Cumulative Hours in Final Sub.	19.71 percent	21.85 percent	24.00 percent	22.64 percent	26.55 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	23.62 percent	23.05 percent	22.99 percent	21.88 percent	19.88 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	19.28 percent	23.31 percent	22.74 percent	21.09 percent	18.56 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	8.24 percent	8.13 percent	10.51 percent	19.44 percent	31.33 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	100.00 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)***	08/19/19	08/13/18	08/03/17	08/24/16	08/13/15
# Submissions to Final	1	3	1	2	3

Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	1143	1101	1088	1075	1227
Total Number of Completions from A1	1136	1084	1078	1073	1205
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	1.40 percent	2.27 percent	2.30 percent	1.95 percent	2.36 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)***	08/19/19	08/03/18	08/03/17	08/16/16	08/10/15
# Submissions to Final	7	2	1	2	5
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	8667	8996	9210	9084	9496
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	3	2	2
# 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*	08/10/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1

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*	302
# 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)***	08/19/19	08/13/18	08/09/17	08/29/16	08/19/15
# Submissions to Final	2	3	2	2	4
Timeliness	on time	on time	on time	on time	on time
# 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.	0.01 percent	0.01 percent	0.00 percent	0.01 percent	0.00 percent
% Dual Credit in Final	9.48 percent	6.73 percent	4.81 percent	4.54 percent	5.04 percent
% Remedial (PCS 14) in Final	6.02 percent	6.76 percent	7.85 percent	7.97 percent	8.83 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)***	09/25/19	09/25/18	09/22/17	10/04/16	10/01/15
# Submissions to Final	1	1	2	2	1
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	4974	5063	5193	5282	5298
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	3	3	3	3	4
# Critical Errors in Final Submission	0	0	0	0	0

% Records with Errors in Final Sub.	0.32 percent	0.27 percent	0.44 percent	1.64 percent	12.30 percent
Current Intent Coverage in Final Sub % coded as unknown	6.65 percent	6.93 percent	6.43 percent	7.44 percent	6.95 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	98.41 percent	98.40 percent	98.46 percent	98.60 percent	98.47 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)*	09/27/19	09/25/18	09/25/17	10/05/16	10/06/15
Timeliness	on time	on time	on time	2 days late	5 days late
Head Count	4974	5063	5193	5282	5298
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)*	10/16/19	10/17/18	10/17/17	10/25/16	12/23/15
# Submissions to Final	3	2	3	3	3
Timeliness	1 day late	2 days late	1 day late	on time	69 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.	9.21 percent	4.58 percent	7.45 percent	8.36 percent	9.12 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.19 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*	12/22/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	5
Timeliness	N/C*	N/C*	N/C*	N/C*	68 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	10/16/18	10/24/17	10/13/16	12/16/15
# Submissions to Final	1	2	1	1	2
Timeliness	on time	1 day late	on time	on time	62 days late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2020**	**2019**	**2018**	**2017**	**2016**
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission **(11/01)***	10/28/19	10/19/18	09/28/17	10/21/16	10/23/15
Timeliness	on time	on time	on time	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)***	02/19/19	02/05/18	02/07/17	02/08/16	02/13/15
Timeliness	4 days late	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	**2019**	**2018**	**2017**	**2016**	**2015**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	01/30/18	03/03/17	02/05/16	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

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*	01/28/19	01/30/18	03/06/17	02/05/16	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

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*	01/16/19	01/29/18	02/28/17	02/05/16	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

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*	01/28/19	01/30/18	03/03/17	02/05/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

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

Underrepresented Groups Report

Fiscal Year Collected	**2019**	**2018**	**2017**	**2016**	**2015**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/19/19	02/22/18	02/10/17	03/11/16	02/25/15
Timeliness	18 days late	6 days late	2 days late	on time	23 days late

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(5/30)****	N/C*	N/C*	N/C*	06/01/16	09/03/15
# Submissions to Final	N/C*	N/C*	N/C*	1	2
Timeliness	N/C*	N/C*	N/C*	1 day late	94 days late
# 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	5.26 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	20.00 percent	36.84 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	No

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

Annual Faculty Staff & Salary Data (C3)

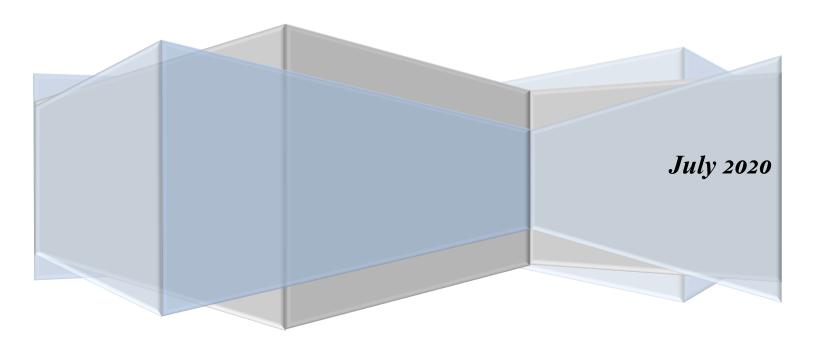| Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission – **(6/15)***	6/17/19	06/15/18	06/23/17	06/15/16	06/09/15
# Submissions to Final	3	2	3	2	1
Timeliness	on time	on time	8 days late	on time	on time
# Error Codes in Final Submission	1	3	1	1	1
# Critical Errors in Final Submission	1	2	1	1	1
% Records with Errors in Final Sub.	5.83 percent	5.75 percent	8.22 percent	6.73 percent	6.55 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	4.06 percent	5.37 percent	5.27 percent	1.52 percent	1.72 percent

*Due 06/17 in FY 19

RECOGNITION REPORT

MORAINE VALLEY COMMUNITY COLLEGE

July 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
MORAINE VALLEY COMMUNITY COLLEGE
July 2020

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Moraine Valley Community College, District 524. 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 Moraine Valley Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

EVALUATION RESULTS AND RECOMMENDATIONS

1. **INSTRUCTION**

    1. **Degrees and Certificates**

        A comparison between Moraine Valley Community 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 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**

        Moraine Valley Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in Art or Music, and the Associate in General Studies (A.G.S). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

        Moraine Valley Community College reports maintaining academic control, and has policies to ensure a high level of academic performance of faculty and students. The Curriculum Development Group and the Curriculum Review Team manage the curriculum development and assessment process. The institution has a process to evaluate faculty in place. Tenured faculty members are evaluated every four years and non-tenured faculty are evaluated every year. The process includes a self-evaluation, student evaluation, peer

evaluation, and administrative evaluation, and faculty members conference with academic administrators at the end of the evaluation period to discuss the review.

Compliance Recommendation: None.

4. **Curriculum**

4a) A comparison between Moraine Valley Community College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education (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 Moraine Valley Community 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 Moraine Valley Community 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 13 instructors taught transfer (1.1) dual credit courses. All instructors held the appropriate credentials to teach transfer courses. It was reported that 80 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, one instructor did not hold the appropriate credentials, including at least 2,000 hours of relevant work experience. Additionally, 16 instructors held the appropriate credentials but did not have at least 2,000 hours of relevant work experience.

Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, all students met the pre-requisite requirements for the dual credit course.

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 be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Moraine Valley Community 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 CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Instruction does not count toward hours of work experience. 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: In compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Moraine Valley Community College has the required documentation on file in accordance with 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 are collected, documented, and retained by the Student Success department. The documents of the 16 instructors were on file within the department via hard copies and electronic files. The College will merge both methods of record keeping into a centralized database for a concise collection of required instructor documentation.

6. **Assessment Plans**

The institution reports that an assessment of student learning is completed for each degree

and certificate program, in accordance with their assessment plan, to make improvements to the curriculum, instructional practices, and the allocation of college resources. The institution's plan includes the five-year assessment cycle (Program Review), the annual assessment plan, and the annual assessment report. The director of curriculum and assessment lead the institutional effectiveness efforts of the institution and manages the assessment plan.

Compliance Recommendation: None.

7. **Student Evaluation**
Moraine Valley Community College noted evaluations are being performed. However, the college did not indicate how and with what parameters the college is evaluating and recording student performance in courses.

Compliance Recommendation: Moraine Valley Community College should indicate the process it uses for student evaluation including relevant policy and procedures such as those governing its grading system, final examinations, incomplete grades, and change of grades.

College Response: Moraine Valley Community College follows a standard grading system for evaluation of student coursework and achievement of course outcomes. The grading scale is included in each course syllabus. Courses that require a final exam, state the requirement in the course materials. The college has a designated Final Exams week, which is the last week of the fall and spring semesters.

Students who qualify for a grade of "I" or incomplete are required to complete the course work within the prescribed semester restrictions or an "I" grade will automatically default to an "F." The incomplete grade contract is an agreement between the student and the instructor, and states specifically what the student must do to complete the course work. The course work must be completed by the end of the semester following the term in which the course was taken (not including summer semester) and must follow the terms of the incomplete grade contract. Upon completion of the course work, the instructor will change the "I" grade to the appropriate letter grade (A, B, C, D, or F) by obtaining a Change of Grade Form from the subdivision office. If the student does not complete the course work within this prescribed semester restriction, a grade of "F" will be entered for the grade.

Grade reports will be processed after the last official day of the term. Final grade reports will be posted on MVConnect student portal. This policy is outlined in the Moraine Valley Catalog.

For Grade Appeals/Grade Changes, students follow the process that is outlined in the Academic Catalog. Students can obtain information on appealing a final grade in the office of the subdivision dean. A student must refute any grade report or educational record by the end of the semester following the semester in which the course was taken (not including summer term). If a student does not exercise this right within this time frame, the college has a right to refuse to review the student's claim.

Students who have been issued a grade of "F" for a course due to an Academic Dishonesty violation, should follow the appeals process within the Academic Dishonesty process. The college Registrar is involved in the handling of Academic Dishonesty grades of F and in the review of college policies for academic records.

8. **Faculty Qualifications/Policies**

Moraine Valley 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 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 institution's Center for Teaching and Learning provides professional development opportunities for faculty in the areas of accessibility, assessment, student support, personal development, sustainability, technology, and a host of other topics. The Center for Disability Services serves students who self-disclose their need for accessibility support and resources, and liaises with faculty to ensure students receive appropriate accommodations.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. 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: In accordance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Moraine Valley maintains a record of and requires that faculty teaching transfer (1.1) courses hold the appropriate degree in addition to 18 hours of graduate course work in the related teaching area. Additionally, Moraine Valley maintains a record and requires that faculty teaching (1.2) courses have the appropriate credential and 2,000 hours of demonstrated experience in the field.

In the original sample (provided to ICCB), Moraine Valley documented the highest degree attained by the faculty and listed that degree on the template. In the instance of two faculty (identified by ICCB), the College did not list the relevant work experience where the highest earned degree was not in the principal medium or area of teaching. The College found that it is in compliance with Administrative Rule 23 Ill, as the two instructors both have the appropriate credential (degree and/or certifications and licenses) and both have more than 2,000 hours of work experience in their fields.

The following information supports the compliance of this Rule 23 Ill.
> *One faculty member identified as not meeting the qualifications is a criminal justice faculty member and has 8,000 hours as a military officer and is a certified police officer. The second instructor (identified by ICCB) assigned to teach American Sign Language (ASL) courses has two earned two college certificates and is a licensed Illinois Interpreter for the Deaf. The faculty member has more than 42,000 hours of work experience in the field.*

In the future Moraine Valley will complete the Faculty Qualifications template indicating the appropriate credential earned, related experience and a minimum of 2,000 hours of field experience for 1.2 courses assigned to each faculty.

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 and the college catalog on the website. Moraine Valley Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The CAREER Agreement is noted within the self-assessment and the college catalog. The college's responses within the self-assessment for standard nine were thorough and provided sufficient detail.

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 applicable policy handbook, college website, and the college's self-assessment. Moraine Valley Community College's academic calendar includes at least 17 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 academic calendar is developed with input from stakeholders across the academic and student affairs divisions. The current academic calendar and policies conform to ICCB Administrative Rules, Section 1501.303. In the event of a school day closure or cancellation (inclement weather, natural disaster, etc.), the district has developed policies and procedures around school closure.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Moraine Valley Community 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. Moraine Valley Community 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 2: Advising/Counseling
Moraine Valley Community College's Advising and Counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. The Academic Advising Center averages 20,000 walk-in and student appointments (duplicate count) annually in each of the last five years.

Multiple initiatives have been developed to assist students with their educational planning, including a meticulous training program for new academic advisors. The Colleague tool, Student Planning, has been utilized since spring 2014. The tool allows students to review their program of study, compare degree requirements between different programs, and identify gateway and general education courses that should be completed early in their college career. Priority advising initiative has been used since fall 2011 to assist continuing students in selecting appropriate courses. Giving students a priority registration date has reduced last-minute planning and motivated more students to come in during non-peak times, the college noted.

Compliance Recommendation: None

Part B: Financial Aid
Moraine Valley Community 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. The college did not offer any data on loan default rates.

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.

Compliance Recommendation: None.

Part D: Support Services
Moraine provides various support services to students, including the Office of Disability, Student Life, Multicultural Student Affairs, 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 office of Multicultural Student Affairs offers support programs and both social and academic assistance. Some examples of these services include intrusive academic advising, career and transfer planning assistance, a mentoring program, social service projects, educational plan development, and assistance in evaluating educational documents and skills attained in other countries.

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 middle of November 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 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 (EMT) 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 for state grants. The district will resubmit the FY19 SU/SR to reclassify the EMT courses. Also, there was a programing logic error with any students that had an "I" grade even though they were also given a "N" for not actively pursuing. The "I" is overriding the "N" which can result in inaccurate credit hour claims.

Compliance Recommendation 1: In order to be in compliant with 110 ILCS 805/2-16.02, Moraine Valley Community College must resubmit all FY19 SU/SR claims after removing the unallowable EMT courses.

College Response: Per an email from Kris Pickford dated August 11, 2020, the amended FY19 certification was already submitted to ICCB by the College's former internal auditor, Andrew Wendt, and there is no need to resubmit the SU/SR.

Compliance Recommendation 2: In order to be in compliant with Administrative Rule 23 Ill. Adm. Code 1501.507 e) 2, Moraine Valley Community College must resubmit all FY19 SU/SR claims after changing the programming logic so an "I" grade does not override a not actively "N" pursing student.

College Response: Per an email from Kris Pickford dated August 11, 2020, the amended FY19 certification was already submitted to ICCB by the College's former internal auditor, Andrew Wendt, and there is no need to resubmit the SU/SR.

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 college's Finance Division utilizes the ICCB Data and Characteristics report to review and compare its past and current operating balances. In addition, the college exchanges its audited financial reports with its peer group and other community colleges within the Illinois system.

   In December 2015, the college issued Community College Bonds, Series 2015, in the amount of $9,260,000 in order to currently refund a portion of the District's outstanding General Obligation Community College Bonds, Series 2006. In June 2018, the college issued Community College Bonds, Series 2018, in the amount of $2,050,000 in order to currently refund a portion of the District's outstanding General Obligation Community College Bonds, Series 2006 and 2007B. The current outstanding indebtedness is $133.6 million. The college debt incurred is in line with the college's Master Facilities Plan, last revised and Board adopted in December 2019.

   A review and integration of long-range financial planning into the overall college mission is conducted frequently in any given year. This includes an annual Board of Trustees retreat during which the Board reviews the current financial condition of the college and discusses future plans. College leaders often participate in the discussions at this annual retreat. The college's five-year Master Facilities Plan provides focus and serves as the basis for future campus expansion projects. In addition, the college's financial and revenue projections model is reviewed and adjusted on a continuous basis.

   The college's Strategic Plan, which was completely updated in 2019, provides direction for financial planning. Annual planning sessions are conducted with all college departments. These sessions include developing new objectives, continuous improvement goals, measuring and reporting on results, linkages to the strategic priorities, and completing the budget process.

The treasurer reviews the college's financial condition with the Board of Trustees monthly.

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 FY19) 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 Moraine Valley Community 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 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.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2020 submission contained one critical error, and this data was verified by college officials as valid and accurate. Moraine Valley Community College's A1 submission met the reporting deadline in each of the past five fiscal years. The submissions took between one and five submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent was nearly30 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. 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 20 percent and 27 percent across the five years studied. High School Rank was unknown in all records 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 each of the five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Moraine Valley Community 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 four, and final A2 submissions did not contain any critical errors in four of the five years reviewed. The fiscal year 2017 submission contained one critical error, which was caused by an optional item,

and college officials were not required to resolve it. The proportion of records with unknown Race/Ethnicity was less than nine 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. Moraine Valley Community College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was one, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Moraine Valley Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2016 submission was finalized eight days late. The number of submissions needed to finalize the data ranged from one to four and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2020 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 each of the past five years. The number of submissions needed to finalize the data ranged from two to four, and there were no critical errors in the final submissions in four of the five years reviewed; the fiscal year 2019 submission contained one critical error. This data was verified by college officials as valid and accurate. Moraine Valley Community 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. Moraine Valley Community 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 less than one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 35 percent and 50 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for nearly 60 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 2020 submission was finalized three 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 2015 submission was finalized two 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 one 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: 2016 (50.36 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to two. The **Faculty, Staff, and Salary (C2)** electronic data submission met 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 each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Moraine Valley Community 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. Moraine Valley Community 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 (Quality) Recommendations: Nearly all 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 Moraine Valley Community College.

College Response: Moraine Valley will continue to strive towards submitting timely, accurate, and complete data in the future.

Moraine Valley Community College – Recognition Policy Studies Report Due Dates
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)***	06/28/19	07/10/18	07/13/17	06/23/16	07/14/15
# Submissions to Final	2	4	2	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	10289	10058	12225	11878	13280
Unduplicated Head Count	3880	3686	4226	5684	6355
# Error Codes in Final Submission	4	1	1	6	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.37 percent	0.08 percent	0.22 percent	0.28 percent	0.59 percent
% Unknown Age in Final Submission no value or .	0.31 percent	0.09 percent	0.22 percent	0.24 percent	0.59 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	0.04 percent	0.00 percent
% Unknown Ethnicity in Final unknown	38.54 percent	35.19 percent	40.70 percent	50.16 percent	47.63 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**	56.75 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)***	07/29/19	07/31/18	07/31/17	09/01/16	07/30/15
# Submissions to Final	3	5	3	3	1
Timeliness	on time	on time	on time	on time	on time
Head Count (total incl. 0 hrs enroll.)	22793	23860	25503	27007	26567

Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	1	2	3	3
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	0.01 percent	0.00 percent	0.12 percent	0.21 percent	0.22 percent
% 0 Cumulative GPA in Final Sub.	9.94 percent	9.96 percent	10.49 percent	11.65 percent	13.02 percent
% 0 Cumulative Hours in Final Sub.	9.94 percent	9.96 percent	10.49 percent	11.65 percent	13.02 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	29.49 percent	27.36 percent	28.56 percent	26.80 percent	25.24 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	29.49 percent	27.36 percent	28.56 percent	26.80 percent	25.24 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	19.48 percent	21.80 percent	23.37 percent	26.83 percent	25.16 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	100.00 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)***	08/20/19	08/21/18	08/08/17	09/06/16	08/19/15
# Submissions to Final	3	4	3	3	1
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	3015	3719	3337	3353	3561

Total Number of Completions from A1	2788	3465	3118	3196	3387
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	1	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	1.55 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	7.79 percent	6.72 percent	7.82 percent	8.32 percent	7.86 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)***	08/21/19	08/31/18	08/07/17	09/12/16	08/14/15
# Submissions to Final	4	6	1	4	2
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	22793	23860	25503	27007	26567
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	0	0	1	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*	08/17/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
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*	842

# 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)***	08/22/19	08/29/18	08/07/17	09/01/16	09/09/15
# Submissions to Final	2	4	1	2	4
Timeliness	on time	on time	on time	on time	8 days late
# Error Codes in Final Submission	1	0	1	0	0
# Critical Errors in Final Submission	1	0	1	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.01 percent	0.00 percent	0.00 percent
% Dual Credit in Final	5.30 percent	3.56 percent	3.45 percent	2.53 percent	2.04 percent
% Remedial (PCS 14) in Final	8.64 percent	9.27 percent	9.79 percent	9.42 percent	9.30 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)***	09/26/19	09/27/18	09/29/17	10/11/16	09/30/15
# Submissions to Final	4	3	3	2	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	13032	13762	14620	15021	15016
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	5	3	3	4
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.06 percent	1.20 percent	1.83 percent	2.17 percent	2.00 percent

Current Intent Coverage in Final Sub % coded as unknown	32.31 percent	28.84 percent	28.28 percent	29.17 percent	25.69 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	99.56 percent	99.28 percent	99.38 percent	98.83 percent	99.33 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	09/28/18	09/26/17	09/26/16	09/30/15
Timeliness	on time	on time	on time	on time	on time
Head Count	13032	13762	14620	15021	15016
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)*	10/03/19	09/26/18	10/02/17	10/06/16	10/01/15
# Submissions to Final	1	2	1	2	2
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	2	2	2	2	2
% Records with Errors in Final Sub.	5.82 percent	5.15 percent	3.46 percent	7.00 percent	6.29 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	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*	10/13/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	3
Timeliness	N/C*	N/C*	N/C*	N/C*	on time

* 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)***	10/03/19	10/04/18	10/06/17	10/13/16	10/02/15
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2020**	**2019**	**2018**	**2017**	**2016**
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission **(11/01)***	11/04/19	10/24/18	10/12/17	09/30/16	10/28/15
Timeliness	3 days late	on time	on time	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)***	02/14/19	02/08/18	02/10/17	02/11/16	02/19/15
Timeliness	on time	on time	on time	on time	2 days late

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

African American Employment Plan Survey

Fiscal Year Collected	**2019**	**2018**	**2017**	**2016**	**2015**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/29/19	02/02/18	02/27/17	01/27/16	02/02/15
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*	01/29/19	02/02/18	02/27/17	01/27/16	02/02/15
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*	01/29/19	02/02/18	02/27/17	01/27/16	02/02/15
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*	01/29/19	02/02/18	02/27/17	01/29/16	02/02/15
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*	02/01/19	02/16/18	02/08/17	03/11/16	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*	06/02/16	05/29/15
# Submissions to Final	N/C*	N/C*	N/C*	1	2

Timeliness	N/C*	N/C*	N/C*	2 days late	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	4
# 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	0.96 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	50.36 percent	49.54 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	Yes	No

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

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/06/19	06/06/18	06/12/17	06/13/16	06/01/15
# Submissions to Final	2	1	1	2	1
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	2	2	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	2.31 percent	1.87 percent	4.55 percent	4.32 percent	3.28 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	3.94 percent	2.85 percent	27.06 percent	24.66 percent	22.14 percent

*Due 06/17 in FY 19