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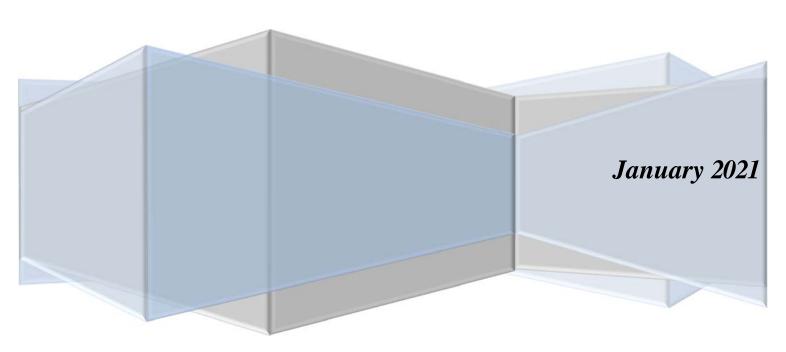
RECOGNITION REPORT

LEWIS & CLARK COMMUNITY COLLEGE

January 2021

Illinois Community College Board

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FOR
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INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Lewis & Clark Community College, District 536. 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 Lewis & Clark 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 Lewis & Clark 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**

        Lewis & Clark Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Art and Musical Performance, and the Associate in Engineering Science (A.E.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

        Compliance Recommendations: None.

    3. **Academic Control**

        The institution maintains academic control. The Academic Affairs Division controls curriculum and evaluates courses using oversight from the Academic Affairs and Curriculum and Instruction committees. Academic dean completed program reviews and instructional observations, and course evaluations and climate surveys are administered regularly. The college has implemented multiple measures for placement recommendations.

Compliance Recommendation: None.

4. **Curriculum**

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

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 Lewis & Clark 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 Lewis & Clark 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 84 instructors taught transfer (1.1) dual credit courses. Of these instructors, nine did not have the appropriate credentials to teach transfer courses. It was reported that one of the nine instructors, who do not hold the appropriate credentials, is no longer teaching. During fiscal years 2018 and 2019, it was reported that 74 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 13 instructors did not have the appropriate credentials nor held the 2,000 hours in relevant work experience. Additionally, 30 instructors held the appropriate credentials, but did not have 2,000 hours in 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), Lewis & Clark 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. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The 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. Additionally, instruction does not count toward hours of work 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:
Dual credit instructors are held to the same faculty qualifications as on campus faculty. High school administrators and dual credit faculty impacted by the ICCB findings will be contacted to request additional documentation to verify the dual credit faculty member's credentials. If the documentation cannot be provided, the dual credit faculty member will have the opportunity to create an agreed upon Education Improvement Plan for a period of three years (Dual Credit Quality Act) with the understanding that any required coursework, document work experience, certification examination, or documented portfolio of lived experience will be complete within the three-year

timeframe. In the event that the dual credit faculty member cannot provide the agreed upon documentation, the partnership will be removed from the high school.

6. **Assessment Plans**

The institution has a systematic process in place to assess student learning in each degree and certificate program. The institution assesses the six general education outcomes embedded in the curriculum during the annual program assessment, and a faculty committee monitors this process. The institution assesses learning outcomes, program completer, cost-effectiveness and quality in CTE programs are assessed during the ICCB program review process, and two interim reviews are conducted prior to the official review. The institution utilizes multiple assessment tools and accepts transitional instruction courses for placement. Placement data is collected and analyzed by the Student Success Team.

Compliance Recommendation: None.

7. **Student Evaluation**

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

Compliance Recommendation: None.

8. **Faculty Qualifications/Policies.**

Lewis & Clark Community College reports that instructors teaching a transfer-level course are required to have a minimum of a master's degree with 18 graduate hours in the discipline.   All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested for full- and part-time faculty who taught in the academic years 2018 – 2019, which were requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that three faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

The 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), Lewis & Clark 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:
The College was able to identify and locate the three transcripts that were missing from the records and has determined that they do have the proper credentials to teach those 1.1 courses. We will continue to ensure that the rules regarding teaching qualifications are followed and documented in our records.

9. **Cooperative Agreements and Contracts**

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment and the college catalog on the college's website. Lewis & Clark 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 does not participate in any other cooperative or joint educational agreements.

Compliance Recommendation: None.

Advisory Recommendation: Within the college's self-assessment, it is noted that, "The college does work with other college districts through the state CAREER agreement and chargebacks." Pursuant to article 20 of the CAREER Agreement, of which the college is a part, colleges sending students to receiving colleges will not pay chargebacks. The

CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should discontinue this practice and remove this language from their course catalog and any other place it may be.

Advisory Recommendation: Within the college catalog online, under "Joint Educational Agreements" it lists the colleges that are participants in the CAREER Agreement. This list is incomplete and does not accurately represent that all 39 community college districts participate in the Agreement. Moving forward, the college should update this list to ensure accuracy of information.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, college website, and the college's self-assessment. Lewis & Clark Community College's Academic Calendar includes at least 16 weeks, with at least 79 full days of instruction for the fall and 78 full days for the 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. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster, etc.), the district has developed policy and procedures around school closure.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Lewis & Clark Community College's program review process and submissions over the last five years, all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their program review cycle. Detailed by the self-assessment, the college utilizes sufficient data practices and has implemented processes to ensure accurate and timely data reporting. No discrepancies between the college's program review process, schedule, and the ICCB five-year program review manual were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling

Lewis & Clark 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. Advisors then use academic progress reports from faculty and other information to remain in contact with students. Advisors also work with the local high schools and the community, which has led to an increase in minority enrollment. While overall enrollment has declined, the number of minority students has increased by 4.4 percent this year, the college stated. Based on the report, the student information system has also been upgraded to include a student planning tool that advisors and students can use to plan a student's full academic career at Lewis & Clark. Students and advisors can plan each semester for a student. This allows the student not only to see their progress but also to know which courses remain and help them see how close they are to completing their goal.

Compliance Recommendation: None.

Part B: Financial Aid
Lewis & Clark Community College provided a holistic review of its Financial Aid Department. The college offers financial assistance through federal, state, institutional, and private funds. Financial Aid advisors assist students with completing their FAFSAs and then work with students to help them understand their eligibility, costs, expected family contribution, and the responsibilities that come with accepting aid. Students are provided information and access to financial support through workshops, brochures, and the college website. The department's Veterans School Certifying Officials (SCO) explain to veterans how to apply for and maintain veterans' education benefits and certify enrollments with the Department of Veterans Affairs to receive those benefits. The SCO also works with the college's Career and Veteran Services department in assisting veterans. The college did not offer any data on the loan default rate.

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. Current job listings are available on each campus at all times with specific contact information available through the Career Center office in addition to on-campus resources.

Compliance Recommendation: None.

Part D: Support Services
Lewis & Clark Community College provides various support services to students, which include Office of Disability, Student Life, TRiO, and veteran's services.

The student success center provides day, evening, and online tutoring services at locations throughout the campus and the Edwardsville Center. The college offers academic support services, including peer tutoring, 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 praises the work of the student success center. According to the college, success has been seen in the college's retention and completion data which shows that degree-seeking, tutored students at Lewis & Clark Community College have an average fall-to-fall retention rate of 64 percent over the past five years in comparison to the 51 percent retention rate for all degree-seeking students during the same period.

Disability support services include assistive technology, such as screen readers, continuous speech recognition, enlarged text, large monitors, alternative input devices, and career exploration and continuing education classes.

Compliance Recommendation: None.

3. **FINANCE/FACILITIES**

1. **Credit Hour Claim Verification**
   ICCB staff conducted a desk review in summer of 2020. ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

   Approximately 150 course sections from the summer 2018, fall 2018, and spring 2019 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

   Compliance Recommendation: None.

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

   Compliance Recommendation: None.

   Student Residency
   Based on the review of residency records, the district properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation

to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

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

Compliance Recommendation: None.

2. **Financial Compliance**
   Part A: Annual External Audit.
   The annual external audits for fiscal years 2015 through 2019 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

   Compliance Recommendation: None.

3. **Financial Planning**
   Lewis & Clark Community College has practiced sound financial planning over the years as evidenced by budget management, external audits, Board of Trustee meeting minutes, strategic plans, and our various financial records and reports.

   The college has an integrated financial planning tool to assist in the projection of revenues and expenditures through 2025. This model, which considers historical data and projections based on current economic conditions, was deemed solid by the Higher Learning Commission (HLC) as part of the college's 2013 reaccreditation. Currently, Lewis & Clark Community College holds an A- long-term rating with a stable outlook from Standard & Poor's (S&P) Ratings Services.

   The rating reflects S&P's view of the district's participation in the diverse St. Louis metropolitan statistical area economy, a current available reserve position at a strong level, low-to-moderate debt burden, and inherent operational flexibility provided by its ability to raise tuition and fees. A copy of this report can be provided for review. The College's financial management was also commended by HLC which stated, "Lewis & Clark remains in constant contact with economic experts and state officials for advice on long-term financial projections."

   Compliance Recommendation: None.

4. **Facilities**
   Part A: Approval of Construction Projects.
   P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

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

Compliance Recommendation: None.

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

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements: The latest five years of Illinois Community College Board (ICCB) data submissions by Lewis & Clark 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 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.

Lewis & Clark Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Lewis & Clark Community College officials have met ICCB deadlines for most submissions. Overall, Lewis & Clark 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 two of the five years reviewed; the fiscal year 2020, fiscal year 2019, and fiscal year 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Lewis & Clark Community College's A1 submission met the reporting deadline in none of the past five fiscal years; the fiscal year 2020 and fiscal year 2018 submissions were finalized one week late, the fiscal year 2019 and fiscal year 2016 submissions were seven weeks late, and the fiscal year 2017 submission was finalized three weeks past the reporting deadline. The submissions took between two and six submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Entry Intent and Current Intent was excellent in fiscal year 2017 and fiscal year 2016 with no records having unknown Entry Intent and less than one percent of records having unknown Current Intent. The proportion of records with unknown Entry Intent and Current Intent ranged between 4 percent and 88 percent in fiscal year 2020 through fiscal year 2018. The proportion of records with unknown Highest Degree Previously Earned ranged between 6 percent and 41 percent across the five years reviewed increasing each year. Coverage of Highest Degree Previously Earned is an area for further improvement. The proportion of records with unknown High School Rank was about 70 percent in the year reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in three of five fiscal years reviewed; the fiscal year 2019 submission was finalized one-half month late, and the fiscal year 2016 submission was finalized eight days past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Lewis & Clark Community College met the reporting deadline in two of the five years reviewed; the fiscal year 2019 submission was finalized two weeks late, and the fiscal year 2017 and fiscal year 2016 submissions were finalized 13 days past the reporting deadline. 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 three of the five years reviewed; the fiscal year 2020 submission contained one critical error, and the fiscal year 2017 submission contained two critical errors. This data was verified by college officials as valid and accurate. The proportion of records with unknown Race/Ethnicity was less than six percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The

A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Lewis & Clark Community College did not meet the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was three, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Lewis & Clark Community College met the reporting deadline in two of the five years reviewed; the fiscal year 2020 submission was finalized two days late, and the fiscal year 2019 and fiscal year 2016 submissions were finalized three weeks late. The number of submissions needed to finalize the data ranged from one to two, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2017 submission contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2019 submission was finalized one day late, and the fiscal year 2016 submission was finalized nearly three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in three of the five years reviewed; the fiscal year 2018 and the fiscal year 2017 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Lewis & Clark Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in two of the five years reviewed: 149 records in fiscal year 2017 and 57 records in fiscal year 2016.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Lewis & Clark 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 two percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 18 percent and 28 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for 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 five of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who

complete programs one summer beyond the end of the fiscal year in rate calculations.

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

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in 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 each of the past five fiscal years. 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 four of the past five fiscal years; the fiscal year 2016 submission was finalized one day late.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Lewis & Clark Community College met the submission deadline in four of the past five years reviewed; the fiscal year 2015 submission was finalized two days late. The number of submissions needed to finalize the data ranged from one to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

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

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

services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendation: 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 Lewis & Clark Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Completions Data (A2)**, and the **Annual Course Data (AC)**.

College Response:

Lewis and Clark Community College appreciates the compliments regarding our submission record.

A1 has been late as it is a report that requires the most input and updates from multiple facets of the college, Enrollment, Financial Aid, Academics, etc. It is also a report that changes year to year. For instance, this year Covid-19 information was requested from ICCB on the A1 report.

The A2 report is dependent of the A1. This is not an excuse but if the A1 is late, then A2 will most likely also be late. Looking at the positive side of this, by virtue of resolving the submission time of the A1 report, we should resolve the submission timeliness of the A2 report.

The two very late AC submissions were due to the A1 errors not caught until weeks late and having to be resubmitted. Making A2 also late and subsequently AC very late.

It looks like the key here is the A1 report. Getting it submitted correctly and on time will go a long way in alleviating the late submissions on A2 and AC.

To rectify the late submissions, Lewis and Clark Community College's ICCB reporting team are going to start working on the A1 report as soon as the guidelines are received. This is usually on June 1. The reporting team has already scheduled a meeting with all members to start looking at the A1 report guidelines on that date with the goal to have the report submitted correctly by the 8/1/2020 due date.

Lewis & Clark 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	07/10/18	07/14/17	07/14/16	07/15/15
# Submissions to Final	2	2	2	1	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	6819	6162	6708	6706	6496
Unduplicated Head Count	3181	2802	3003	3190	2865
# Error Codes in Final Submission	3	2	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.73 percent	1.46 percent	1.95 percent	2.04 percent	1.46 percent
% Unknown Age in Final Submission no value or .	0.01 percent	0.02 percent	0.00 percent	0.00 percent	0.02 percent
% Unknown Age in Final Submission unknown	1.26 percent	1.07 percent	1.60 percent	1.37 percent	1.09 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	27.63 percent	28.38 percent	23.94 percent	21.31 percent	18.18 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**	60.45 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)***	08/09/19	09/18/18	08/08/17	09/22/16	09/21/15
# Submissions to Final	3	2	2	3	6

Timeliness	8 days late	48 days late	7 days late	21 days late	49 days late
Head Count (total incl. 0 hrs enroll.)	8920	9660	10253	11099	10879
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	4	6	2	3
# Critical Errors in Final Submission	1	1	1	0	0
% Records with Errors in Final Sub.	0.06 percent	0.13 percent	0.49 percent	0.05 percent	0.68 percent
% 0 Cumulative GPA in Final Sub.	6.94 percent	8.39 percent	7.39 percent	9.09 percent	6.98 percent
% 0 Cumulative Hours in Final Sub.	5.95 percent	6.88 percent	6.85 percent	8.60 percent	6.75 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	15.27 percent	31.44 percent	87.61 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	4.39 percent	20.71 percent	74.51 percent	0.04 percent	0.06 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	41.40 percent	36.94 percent	17.57 percent	13.57 percent	5.85 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	72.48 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)***	08/16/19	09/18/18	08/24/17	09/28/16	09/14/15
# Submissions to Final	1	1	1	2	4

Timeliness	on time	14 days late	on time	13 days late	13 days late
Record Count (duplicate completions)	1256	1537	1486	1469	1668
Total Number of Completions from A1	1208	1447	1484	1467	1668
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	1	1	1	3	0
# Critical Errors in Final Submission	1	0	0	2	0
% Records with Errors in Final Sub.	0.64 percent	0.13 percent	0.06 percent	0.20 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	5.57 percent	5.27 percent	3.43 percent	2.59 percent	4.68 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)*	08/29/19	09/19/18	08/31/17	09/01/16	09/09/15
# Submissions to Final	1	1	1	1	3
Timeliness – Data Due	on time	15 days late	on time	on time	8 days late
Head Count in Final Submission	8920	9660	10253	11099	10879
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	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*	09/08/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	3
Timeliness – Data Due	N/C*	N/C*	N/C*	N/C*	7 days late
Head Count in Final Submission	N/C*	N/C*	N/C*	N/C*	324
# Error Codes in Final Submission	N/C*	N/C*	N/C*	N/C*	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	N/C*	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	N/C*	0.00 percent

*The SD submission was eliminated in FY 17

Annual Course Data (AC)

Fiscal Year Collected	**2020**	**2019**	**2018**	**2017**	**2016**
Fiscal Year *of Data*	2019	2018	2017	2016	2015
Final Submission – **(09/01)***	09/05/19	09/26/18	09/01/17	08/31/16	09/23/15
# Submissions to Final	2	1	1	1	2
Timeliness	2 days late	22 days late	on time	on time	22 days late
# Error Codes in Final Submission	0	1	1	1	1
# Critical Errors in Final Submission	0	0	0	1	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.03 percent	0.02 percent	0.00 percent
% Dual Credit in Final	27.10 percent	26.87 percent	24.89 percent	22.83 percent	22.19 percent
% Remedial (PCS 14) in Final	3.77 percent	3.44 percent	3.15 percent	5.35 percent	5.75 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)***	09/27/19	10/02/18	10/02/17	10/04/16	10/21/15
# Submissions to Final	1	3	2	2	3
Timeliness	on time	1 day late	on time	on time	20 days late
Head Count in Final Submission	6413	6698	7000	7272	7914
Discrepancy between E1 & Survey	0	0	0	-149	-57

# Error Codes in Final Submission	1	3	2	2	1
# Critical Errors in Final Submission	0	0	1	1	0
% Records with Errors in Final Sub.	0.15 percent	0.07 percent	0.20 percent	0.06 percent	0.17 percent
Current Intent Coverage in Final Sub % coded as unknown	11.73 percent	6.57 percent	77.41 percent	0.07 percent	0.00 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	98.04 percent	98.13 percent	98.21 percent	98.36 percent	98.58 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)*	09/30/19	09/27/18	09/28/17	09/28/16	09/30/15
Timeliness	on time	on time	on time	on time	on time
Head Count	6413	6698	7000	7421	7971
Discrepancy between E1 & Survey	0	0	0	+149	+57

*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)*	10/15/19	10/15/18	10/16/17	10/17/16	10/15/15
# Submissions to Final	2	2	3	2	2
Timeliness	on time	on time	on time	on time	on time
# 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.	10.33 percent	5.92 percent	8.16 percent	12.52 percent	17.44 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	11.25 percent	0.00 percent	2.65 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*	10/16/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
Timeliness	N/C*	N/C*	N/C*	N/C*	1 day 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	10/15/18	10/16/17	11/03/16	10/16/15
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	1 day late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission **(11/01)***	10/25/19	10/18/18	10/30/17	10/28/16	10/29/15
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)***	02/06/19	02/09/18	02/10/17	02/11/16	02/12/15
Timeliness	on time	on time	on time	on time	on time

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

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/05/18	03/07/17	02/02/16	01/29/15

| Timeliness | on time | 3 days late | on time | on time | on time |

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/05/18	03/07/17	02/02/16	01/29/15
Timeliness	on time	3 days late	on time	on time	on time

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/05/18	03/09/17	02/02/16	01/29/15
Timeliness	on time	3 days late	1 day late	on time	on time

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	02/05/18	03/07/17	02/02/16	01/29/15
Timeliness	on time	3 days late	on time	on time	on time

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/15/19	02/14/18	02/07/17	03/09/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015

Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	05/24/16	05/27/15
# Submissions to Final	N/C*	N/C*	N/C*	1	1
Timeliness	N/C*	N/C*	N/C*	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	42.24 percent	29.91 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)*	06/13/19	06/15/18	06/14/17	06/14/16	06/17/15
# Submissions to Final	2	2	1	3	4
Timeliness	on time	on time	on time	on time	2 days late
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	7.71 percent	6.34 percent	9.49 percent	10.40 percent	11.21 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	1.75 percent	1.41 percent	1.09 percent	1.38 percent	1.44 percent

*Due 06/17 in FY 19