



RECOGNITION REPORT

RICHLAND 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 Richland Community College, District 537. 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 Richland 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

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

The following discrepancies between the college catalog and the curriculum master file were identified:

- 1) Microsoft Cert Tech Spec (MCTS) Prep Certificate appears as 13 credit hours on page 122 of the catalog but is listed as 18 credit hours on the Curriculum Master File. The college indicates plans to revise the catalog description to accurately reflect the correct credit hours in the next catalog update.
- 2) Culinary Management Certificate appears as 45 credit hours on page 79 of the catalog but is listed as 48 credit hours on the Curriculum Master File. The college indicates plans to revise the catalog description to accurately reflect the correct credit hours in the next catalog update.

Compliance Recommendation: The college should follow through with plans to revise the catalog description of each program listed for the 2021-2022 print and/or online catalog.

College Response:

The deadline for Catalog revisions is December 18, 2020. The Deans responsible for the certificates will assure that the correct credit hours are listed and that any changes requiring submissions to ICCB will be completed prior to the Catalog deadline.

2. Articulation

Richland Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A), the Associate in Engineering Science (A.E.S), and the Associate in Liberal Studies (A.L.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 19 of the 20 baccalaureate/transfer courses requested. One course had been discontinued according to the college's records and not offered within the last five years. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 14 of 20 courses submitted had the required current transfer agreements in place. The remaining six course articulations were out of date.

Compliance Recommendations: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.309 (d1), Richland Community College must:

- 1) obtain and provide current articulation documentation for the following six courses: BIOL 201, CHEM 201, ED 200, HLTH 220, PHYS 153, and SIGN 101; and
- 2) submit the appropriate course withdrawal request for COMM 140 to ICCB.

College Response:

- 1) *Form 13 requests for BIOL 201, CHEM 201, ED 200, HLTH 220, and PHYS 153 have been submitted to 9 senior institutions. Form 13s for SIGN 101 were submitted in July 2020 as part of the 2020 Program Review, and Richland has received articulations from four senior institutions. A new step in the Program Review Process will assure that courses are reviewed at least every five years to assure that articulations are current.*
- 2) *ICCB has approved the withdrawal of COMM 140, effective 6/1/2021. The course will not appear in the 2021-2022 Catalog.*

3. Academic Control

The institution maintains academic control of the units of instruction. The faculty, academic leadership, advisory committees, and the Board of Trustees are integral stages in the program development, evaluation, and modification process, and the faculty, deans, and Academic Standards Committee hold program and course control. The institution has a process to determine program and discipline viability.

Compliance Recommendation: None.

Advisory Recommendation: Continue to strengthen the Program/Discipline Viability process and build the Master Course Syllabi repository.

College Response:

4. Curriculum

4a) A comparison between Richland 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 Richland 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 Richland 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 85 instructors taught transfer (1.1) dual credit courses. Of these instructors, 10 did not hold the appropriate credential to teach the transfer course. It was reported that 44 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 20 instructors held the appropriate credentials but the number of hours of relevant work experience (i.e., 2,000) to teach career and technical education courses were not documented.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was documented that the college could not confirm that two students met the prerequisites for the course because placement records were not available to be reviewed.

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), Richland 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. Specifically, for transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

Compliance Recommendation 2: In order to comply with Administrative Rule 23 Ill Adm. Code 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 to Compliance Recommendation 1:

The current process for reviewing faculty credentials for employment as a dual credit instructor is under revision. Since the process was implemented in 2014, Richland has employed a new Director of Human Resources and a new Dean, so this update is timely. The process includes the following basic steps (more details are available if required): After communication with the appropriate Dean, who completes an initial screening for appropriate credentials, the prospective faculty completes an OnlineInfoForm and uploads a resume and appropriate transcripts for electronic storage. The Dean then reviews all documents to assure that the transcript reflects the appropriate education for transfer or CTE courses and that the resumé includes documentation for the 2000 hours of experience. If clarification is needed, the Dean and prospective faculty collaborate. Human Resources staff makes the appropriate notation of DUALCRED in the system. The Dean may then make the course section assignment. This process will be reviewed regularly to assure that it is capturing the appropriate information.

College Response to Compliance Recommendation 2:

In 2018, with the shift to the Success Coach advising model, a staff person has assumed the role of Enrollment Success Coach, who oversees contact with high school partners and the onsite technical academy to determine candidates for participation and is also the primary contact for students as they enroll in dual credit courses.

After prospective students have been identified by the high school, the Enrollment Success Coach facilitates the process of screening students for course eligibility. This includes reviewing standardized test scores such as the SAT, ACT, and the Accuplacer exam to determine course eligibility.

Before enrollment, educational records for students to record qualifications (i.e. ACT, SAT, and Accuplacer). are entered into Jenzabar, Richland's student information system. Course registration is completed by a combination of staff members on the enrollment management team including the Enrollment Success Coach, the Solution Specialist, and the Director of Enrollment Management as necessitated. Registration relies on the entry of the educational records.

A new step in the process involves automated checking as an internal audit tool. After course registration is completed, an automated requisite checks report is sent to the individual staff member who has completed the registration as well as to the Registrar identifying students who have not met the requisite or do not have a course authorization on file. The staff member then rectifies the issue by entering missing information. The process will be reviewed regularly to assure that students are not being enrolled without appropriate documentation.

6. Assessment Plans

The institution has a systematic process in place to assess student learning and each degree and certificate program of study. The Student Learning Outcomes Assessment Committee manages the outcomes assessment for cross-disciplinary and program-level outcomes. The four cross-disciplinary outcomes are assessed on an annual basis. The institution utilizes the ICCB Program Review process to assess the program-level and course outcomes for each degree and certificate program. Academic units annually review the findings of the various assessments and submit plans to improve outcomes and placement recommendations.

Compliance Recommendation: None.

7. Student Evaluation

Richland 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. The college did indicate that in the last two semesters, grades were not entered by the deadline in two areas.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends establishing a system to check grades to ensure timeliness of submission from faculty.

College Response:

The current system includes the following components:

- *Dates for midterm status and final grade entry are available through a variety of sources and distributed to faculty, including the academic calendar available on Richland's Master Calendar, static reminders on myRichland on the Faculty page, and communications from the Deans throughout the semester.*
- *Automated notifications are sent at midterm when student status can be entered, the first day that grades can be entered for a particular section (established in Jenzabar when the course is created), and regularly after that point until the grades have been entered.*
- *The Deans are automatically notified two days after the opening of the grade entry about those who are missing grades (prior to the deadline for submission) and communicate with faculty on the list.*
- *The Registrar also consults the Deans regarding grade issues, including missing grades or required paperwork for Incompletes.*

8. Faculty Qualifications/Policies.

Richland 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 does not have a faculty development center, but it does provide support for the learning management system through the Office of Online Learning and the Faculty Academy provides training on a variety of topics.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Richland 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 regard to areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response:

Since summer 2020, Richland utilizes PeopleAdmin, a software program that manages applicant documents for full-time and adjunct faculty candidates, along with all other advertised positions. All documents including transcripts and resumes must be loaded prior to any screening by Human Resources or supervisors responsible for the search process. This requirement will reduce or eliminate the documentation gaps identified by ICCB.

In addition, Deans are reviewing documentation for "legacy" faculty, those who were hired by a previous Dean and continued in course assignments by the new Dean. The process will include a memo from the Dean outlining the proof of education or work experience for course assignments. If current faculty cannot produce proof to meet the Administrative Rule, that individual will not be assigned course sections in the future.

Because faculty are sometimes assigned course sections as an "emergency hire," Richland is moving forward for Spring 2021 to become a part of ILCCO to offer students an opportunity to enroll in a course offered at another community college to complete a degree or certificate. The plan is to reduce the need for these "emergency hires" while assisting students in enrollment and completion.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements and Contracts, the following items of the college were reviewed: the college's self-assessment and the college catalog on the college's website. Richland 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: On page 44 of the college's 2019 – 2020 course catalog, there are two lists represented. The first list is preceded by the following language:

“The following community colleges have cooperative educational program agreements for Richland District residents for all Career and Technical Education Certificates and Degrees not offered by Richland Community College...”

The second list is preceded by the following language:

“Richland Community College has cooperative educational program agreements with the following community colleges for students in their districts for Career and Technical Education Certificates and Degrees offered by Richland Community College but not offered at their respective community college...”

The ICCB is unsure why the colleges noted within each list are different, as the CAREER Agreement is the only cooperative agreement in which Richland Community College participates. Furthermore, neither list accurately includes all 39 community college districts that are participatory in the CAREER Agreement. Moving forward, the college should remove one list and ensure that the remaining list is inclusive of all of the 39 community college districts that participate in the CAREER Agreement.

College Response:

With the transition to an online Catalog for 2020-2021, several areas of duplication have been removed. Additional refinement of language and listing will occur for the 2021-2022 Catalog. <https://richland.smartcatalogiq.com/2020-2021/Course-Catalog/Financial-Information/Tuition-and-Fees/Residency-and-Special-Tuition-Fee-Considerations/Students-with-Cooperative-Agreements>

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the college's following items were reviewed: college catalog and practical policy handbook, college website, and the college's self-assessment. The academic calendar is developed with input from several stakeholders. The current academic calendar and policies conform to Administrative Rule 23 Ill. Adm. Code 1501.303 e)6. However, according to the college, deans are not reviewing sample syllabi to ensure that individual courses meet the required contact hours.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends the college develop policies and procedures to ensure deans are reviewing syllabi to guarantee that courses meet the required contact hours.

11. Program Review/Results

After reviewing Richland Community College's program review process and submission, it is apparent that all instructional programs have been reviewed utilizing a systemic, college-wise process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it is evident that the college utilizes the program review process in its strategic planning and program improvement efforts. Richland 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 manual were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling

Richland Community College's advising and counseling program is extensive and organized to address the academic planning and transitional needs of new students and all students' continued success as they progress through their program. Student Success Coaching (implemented in spring 2018 to replace academic advising) takes a more holistic and proactive approach to work with students. Currently, six full-time Student Success Coaches work with an assigned group of students based on their study area. Coaching is a holistic approach to balance meeting students' immediate needs, helping them solve problems as they arise, and long-term development that builds personal agency and self-efficacy. The coaches specialize in assigned programs/areas, so they are well-versed in the curriculum and admission requirements when applicable and understand the program's demands and rigors.

Compliance Recommendation: None.

Part B: Financial Aid

Richland Community College provided a holistic review of its Financial Aid Department. The Financial Aid Office utilizes several communication tools when guiding students through the necessary steps to apply for financial assistance. The Financial Aid office assists students in determining eligibility and applying for and obtaining relevant aid through grants, loans, work-study, and scholarships offered by a variety of federal, state, and institutional programs. Additionally, the Financial Aid Office helps students understand procedures and guidelines related to the appropriate use of their aid and the academic standards required to maintain financial aid eligibility. Students receive phone calls, text messages, emails, and letters to assist them in the financial aid process and inform them of upcoming deadlines. Staff offer FAFSA completions and informational meetings

by partnering with each high school within the district and at public events on campus. Students may also log into a secure online portal to view and submit documents needed for financial aid processing. The college did not include loan default rate or standard academic progress data or policy information to review.

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising which includes career exploration support. The dedicated Career and Completion Coach is available to assist students with the career decision-making process and help students develop the skills and experiences to prepare for the workforce. These services include, but are not limited to, résumé writing, interview skill development, and student work-study. The Career Services Center is responsible for providing job placement services, career exploration, job and internship search, work-based learning opportunities, and employability skill development. Classroom and special event presentations are offered to assist with all aspects of the employment process, such as résumé building, interviewing skills, job search, online resources, and social networking.

Compliance Recommendation: None.

Part D: Support Services

Richland Community College provides various support services to students, including disability services, counseling services, TRIO programs, and veteran services.

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

The Accessibility Services Office provides a variety of accessibility services including, but not limited to, interpreters, note-takers, and specialized software/hardware. All services are available during regular business hours as well as personalized appointments based on student needs.

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

Richland Community 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

The Board of Trustees is presented with a five-year financial projection annually. From these projections, the annual budget is created with input from all department stakeholders.

The budget is intended to support the priorities/goals of the college's Strategic Plan. The college's facilities master plan is also reviewed by cabinet and other administrators in order to facilitate the college's Strategic Plan and create the RAMP document. The Board of Trustees reviews reports regarding the financial position of the college 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 Richland 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.

Richland Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Richland Community College officials have met ICCB deadlines for most submissions. Overall, Richland 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 five of the five years reviewed. Richland Community College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2020 submission was finalized one and a half months late, and the fiscal year 2019 submission was finalized two months past the reporting deadline. The submissions took between five and ten submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent ranged between 14 percent and 34 percent across the five years reviewed. The proportion of records with unknown Current Intent was zero percent or near zero percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned ranged between five percent and 12 percent across the five years reviewed. The proportion of records with unknown High School Rank was nearly 100 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 2020 submission was finalized 10 days late, and the fiscal year 2019 submission was finalized about three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Richland Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2020 submission was finalized 10 days late, and the fiscal year 2019 submission was finalized about three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six, and final A2 submissions did not

contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity decreased from seven percent in fiscal year 2016 to less than three percent in fiscal year 2020. 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. Richland Community College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was two, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Richland Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2020 submission was finalized 10 days late, and the fiscal year 2019 submission was finalized three weeks past the reporting deadline. 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 2016 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 five 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 five of the five years reviewed. Richland 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 in four of the five years reviewed; there was a discrepancy of 1 record in fiscal year 2020.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Richland Community College's data submissions met the reporting deadline in five of the last five fiscal years. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between 11 percent and 35 percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity decreased from 50 percent in fiscal year 2016 to 12 percent in fiscal year 2020. The Highest Degree Previously Earned variable was unknown for two-thirds 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 2016 submission was finalized one-half month late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to

raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2018 submission was finalized three 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 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 three to five. 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. Richland 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 two to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Richland Community College met the reporting deadline in three of the five years reviewed for all four surveys; the fiscal year 2018 submission was finalized 13 days late for the Bilingual Needs and Bilingual Pay Survey and 12 days late for the African American Employment Plan Survey, the Hispanic Employment Plan Survey, and the Asian American Employment Plan Survey; and the fiscal year 2015 submission was finalized 10 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 four of the past five fiscal years; the fiscal year 2018 submission was submitted 20

days late. 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 Richland Community College.

College Response:

Richland 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 <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (07/15)*	07/09/19	07/03/18	06/26/17	06/14/16	07/01/15
# Submissions to Final	4	2	1	1	2
Timeliness	on time				
Duplicated Head Count	2777	2627	3124	3402	3456
Unduplicated Head Count	1814	1557	1949	2221	2315
# Error Codes in Final Submission	2	2	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	10.73 percent	33.53 percent	34.54 percent	29.92 percent	31.48 percent
% Unknown Age in Final Submission no value or .	10.59 percent	33.50 percent	34.54 percent	29.92 percent	31.39 percent
% Unknown Age in Final Submission unknown	0.14 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	12.21 percent	18.01 percent	19.97 percent	31.04 percent	50.84 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**	66.35 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 <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (08/01)*	09/13/19	09/27/18	07/31/17	09/01/16	07/23/15
# Submissions to Final	8	10	6	7	5

Timeliness	43 days late	57 days late	on time	on time	on time
Head Count (total incl. 0 hrs enroll.)	4230	4276	4947	6035	7043
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.02 percent	0.04 percent	0.02 percent	0.11 percent	0.01 percent
% 0 Cumulative GPA in Final Sub.	18.27 percent	17.73 percent	19.49 percent	17.68 percent	23.73 percent
% 0 Cumulative Hours in Final Sub.	16.45 percent	15.81 percent	17.34 percent	15.24 percent	21.51 percent
% Unknown Entry Intent in Final no value or .	0.00 percent				
% Unknown Entry Intent in Final unknown	15.04 percent	13.56 percent	16.84 percent	26.59 percent	33.86 percent
% Unknown Current Intent in Final no value or .	0.00 percent				
% Unknown Current Intent in Final unknown	0.00 percent	1.89 percent	0.02 percent	0.02 percent	0.00 percent
% Unknown Degree Obj. in Final	0.00 percent				
% Unknown Highest Degree in Final no value or .	0.00 percent				
% Unknown Highest Degree in Final unknown	6.71 percent	5.33 percent	6.69 percent	6.64 percent	11.60 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	98.92 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 <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	09/13/19	09/27/18	08/08/17	08/25/16	07/27/15
# Submissions to Final	3	3	4	3	6

Timeliness	10 days late	23 days late	on time	on time	on time
Record Count (duplicate completions)	876	1077	960	1021	1509
Total Number of Completions from A1	844	1016	915	974	1466
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				
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	2.51 percent	2.69 percent	3.02 percent	3.33 percent	7.22 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 <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)*	09/13/19	09/27/18	07/31/17	08/02/16	07/23/15
# Submissions to Final	2	4	3	1	4
Timeliness – Data Due	10 days late	23 days late	on time	on time	on time
Head Count in Final Submission	4230	4276	4947	6035	7043
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	3	1	2	1
# 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 <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)	N/C*	N/C*	N/C*	N/C*	07/23/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
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*	254
# 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 <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	09/13/19	09/27/18	07/31/17	08/25/16	08/17/15
# Submissions to Final	3	4	2	2	4
Timeliness	10 days late	23 days late	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.01 percent	0.01 percent	0.01 percent	0.01 percent	0.02 percent
% Dual Credit in Final	13.61 percent	11.81 percent	11.13 percent	10.60 percent	7.47 percent
% Remedial (PCS 14) in Final	6.82 percent	7.40 percent	6.75 percent	7.25 percent	7.55 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 <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/12/19	09/24/18	09/27/17	10/13/16	09/16/15
# Submissions to Final	3	3	4	2	4
Timeliness	on time				
Head Count in Final Submission	2846	2476	2515	2839	3368
Discrepancy between E1 & Survey	-1	0	0	0	0

# Error Codes in Final Submission	0	0	0	1	1
# 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	0.03 percent	0.23 percent
Current Intent Coverage in Final Sub % coded as unknown	0.81 percent	0.57 percent	0.48 percent	0.46 percent	0.59 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent				
Scholarship Coverage in Final Sub. % with no scholarship	100.00 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 <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	08/30/19	08/31/18	09/06/17	09/13/16	09/14/15
Timeliness	on time				
Head Count	2847	2476	2515	2839	3368
Discrepancy between E1 & Survey	+1	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 <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/10/19	10/05/18	10/13/17	10/20/16	10/09/15
# Submissions to Final	5	3	5	5	4
Timeliness	on time				
# Error Codes in Final Submission	2	3	2	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.15 percent	4.94 percent	2.06 percent	6.58 percent	7.69 percent
% Unknown Employment Class (8)	5.54 percent	5.30 percent	3.10 percent	0.31 percent	0.27 percent

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

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)	N/C*	N/C*	N/C*	N/C*	10/07/15
# 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 <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/08/19	10/05/18	10/03/17	10/25/16	10/06/15
# Submissions to Final	1	1	1	1	1
Timeliness	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 <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (11/01)*	09/13/19	08/21/18	08/15/17	09/19/16	11/19/15
Timeliness	on time	on time	on time	on time	17 days late

*Due 11/02 in FY 16

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	01/28/19	02/12/18	01/30/17	02/01/16	01/26/15
Timeliness	on time	3 days late	on time	on time	on time

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

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

African American Employment Plan Survey

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

Final Submission Varies See Note*	02/05/19	02/14/18	02/24/17	02/03/16	02/12/15
Timeliness	on time	12 days late	on time	on time	10 days late

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

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/05/19	02/14/18	02/24/17	02/03/16	02/12/15
Timeliness	on time	12 days late	on time	on time	10 days late

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

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/05/19	02/15/18	02/24/17	02/03/16	02/12/15
Timeliness	on time	13 days late	on time	on time	10 days late

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

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/05/19	02/14/18	02/24/17	02/03/16	02/12/15
Timeliness	on time	12 days late	on time	on time	10 days late

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

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	03/08/18	02/07/17	03/10/16	02/02/15
Timeliness	on time	20 days late	on time	on time	on time

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

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	05/26/16	06/02/15
# Submissions to Final	N/C*	N/C*	N/C*	2	3
Timeliness	N/C*	N/C*	N/C*	on time	1 day 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	6.45 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	19.44 percent	22.58 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 <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/12/19	06/13/18	06/07/17	06/07/16	06/02/15
# Submissions to Final	2	2	2	3	3
Timeliness	on time				
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	4.98 percent	7.44 percent	6.94 percent	7.84 percent	8.31 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	0.88 percent	1.15 percent	0.83 percent	0.49 percent	3.37 percent

*Due 06/17 in FY 19