

Item #9.1
March 26, 2021

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2016 – 2020 for Oakton Community College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2020, Oakton Community College underwent an in-depth recognition evaluation. The college submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of “recognition continued” to the following district:

Oakton Community College, District 535

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

Recognition Continued – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

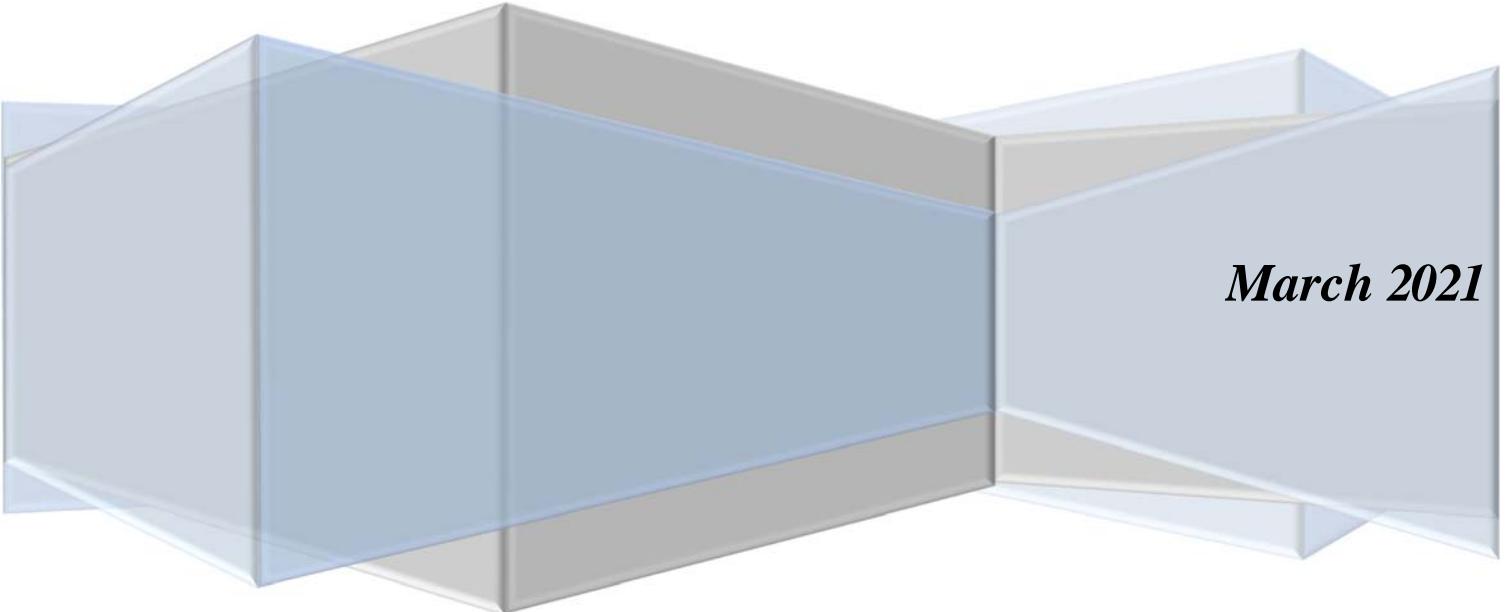
Recognition Continued-with Conditions – The district does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period. A district which has been assigned a status of “recognition interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.



RECOGNITION REPORT

OAKTON COMMUNITY COLLEGE



March 2021

Illinois Community College Board

RECOGNITION REPORT
FOR
OAKTON COMMUNITY COLLEGE
March 2021

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Oakton Community College, District 535. 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 Oakton 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 Oakton 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

Oakton 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 Music, the Associate in Engineering Science (A.E.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

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

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

Compliance Recommendations: None.

3. Academic Control

The institution maintains academic control of units of instruction and has procedures for curriculum development and review, program review, and instructor hiring and evaluation. The Curriculum Navigator and the Assistant Vice President of Academic Affairs/Dean of Curriculum and Instruction manage and evaluate the curriculum development and revision process. Faculty, staff and administrators collaborate to revise and update curriculum. Admissions, placement, and graduation requirements are documented in the catalog.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Oakton 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 Oakton 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 prerequisites, 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 Oakton 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 23 instructors taught transfer (1.1) dual credit courses. Of these instructors, one did not hold the appropriate credential to teach the transfer course. It was reported that 29 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 25 held the appropriate credentials but the number of hours of relevant work experience (e.g., 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, all students met the prerequisite requirements for the courses.

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), Oakton 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.

College Response: The College will work with seven of the eight identified long-time, dual credit faculty members to ask that they update their qualifications records with evidence of the required credentials. One of the eight people identified has retired since the report was submitted. It is anticipated that those who have not attained the appropriate credentials by the end of AY '22 will discuss developing an educational plan that allows them attain those credentials per the Dual Credit Quality Act recommendations.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The institution utilizes a variety of methodologies to assess student learning including: monitoring of passage rates in course, licensure, and certification exams; tracking of progression through sequence courses; monitoring program completion, placement, and transfer rates; and more. The Assistant Vice President of Academic Affairs/Dean of Curriculum and Instruction and the Co-chair of the Program of Assessment and Learning collect and review a variety of information to assess new

programs. The institution publishes their process for assessment and the results for general education and program learning outcomes in their catalog and website.

Compliance Recommendation: None.

7. Student Evaluation

Oakton 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.

Oakton 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), Oakton 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:

Oakton provided evidence that the college is in compliance Administrative Rule 23 Ill. Adm. Code 1501.303(f), but the response was somewhat fragmented. During the Recognition Report process, we identified areas of improvement for the college's process for the recordkeeping of faculty credentials. Oakton will immediately work with its academic division offices and human resources area to develop a more consistent method for maintaining faculty credentials.

9. Cooperative Agreements and Contracts.

As part of the recognition review for standard nine, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment, college catalog, and the college website. Oakton 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, college catalog, and on the website. The college conducted a thorough self-assessment. Their evaluation included what programs students from Oakton Community College's district are taking at other colleges, and vice-a-versa. The college also specifically stated that since its participation in the CAREER Agreement, it has discontinued the use of chargebacks. The college does not participate in any other cooperative agreements.

Compliance Recommendation: None.

10. Academic Calendar.

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, student handbook, and the college's self-assessment. Oakton Community College's academic calendar includes at least two 16 week semesters, with at least 75 full days of instruction for both the fall and spring semesters, excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule 23 Ill. Adm. Code 1501.303 e)6.

Compliance Recommendation: None.

11. Program Review/Results.

After reviewing Oakton 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. The college utilizes sufficient supporting data but has indicated that it intends to utilize disaggregated data more thoroughly in processes in future program review evaluation. 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.

Oakton Community College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and all students' continued success as they progress through their program. Academic advisors design and deliver general and developmental advising and transition experiences for students at the college. In partnership with students, academic advisors develop progressive educational plans that result in long-term and short-term goal attainment. Office hours are Monday–Thursday, 8:30 a.m.–6:00 p.m. and Fridays, 8:30 a.m.–5:00 p.m. Both departments have extended hours during peak registration periods, including weekend hours for students to meet with academic advisors. Additionally, students can set-up appointments with advisors and career counselors via an online appointment scheduling software called GradesFirst.

Compliance Recommendation: None.

Part B: Financial Aid.

The college provided a holistic review of its Financial Aid Department. The college offers financial assistance through federal, state, institutional, and private funds. Students are provided information and access to financial support through workshops, brochures, and the college website. The college did not offer any data on loan default rate.

Compliance Recommendation: None.

Part C: Placement.

The Career and Transfer Center's primary focus is to include connecting new students to major and career exploration programs; providing intentional major and transfer advising and support; offering career and professional development through student employment; building connections and communities with local businesses and workforce opportunities;

and continuing to enhance and explore innovative career counseling and job search coaching opportunities.

Compliance Recommendation: None.

Part D: Support Services.

Oakton Community College provides various support services to students, which include Office of Disability, Student Life, TRiO, and veteran's services.

The college offers academic support services including peer tutoring, the student help desk, and an assigned coordinator of Veterans and Military Personnel Student Services. The coordinator is the Manager of Transitions and Persistence. In addition to the coordinator, an academic advisor, two student financial assistance advisors (veteran certifying officials), a student recruitment and outreach specialist, and a faculty member are dedicated to veterans as part of a Veterans Task Force.

Additionally, the Access and Disability Resource Center houses a large supply of assistive technology which can be used on campus or loaned to students for home use. Screen reading software, digital recorders, FM systems, iPads, laptops, speech-to-text software, and Braille notes are available to help students access curricular materials and aid in individual study time.

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.

Long-range Financial Plans: When Oakton Community College updates its rolling three-year financial plan and forecast in the months preceding the start of the annual budget process, an environmental scan provided by the Office of Research is used to provide input on factors that impact the college's financial condition, including demographic variables that influence enrollment, as well as housing cost trends.

Individual analyses are then completed to project revenue and expenditure trends. For example, a comprehensive tuition revenue model is used to project tuition and fee receipts. Separate analyses that focus on costs related to health benefits, overtime, and faculty course load are also incorporated into the annual financial plan. Spending trends for salaries are evaluated, which considers such factors as position turnover, contractual salary adjustments, and the vacancy rate.

Other large expenditures, including the college's annual investment in information technology and the annual projects to be funded in the capital plan—as outlined in the five-year master plan—are incorporated into the annual financial plan and three-year forecast.

Finally, three-year estimates of projected expenditures and revenues for each fund are evaluated to determine how much the college can spend over the three-year period. The college's policy for its operating funds (education and operations and maintenance) is to maintain unrestricted net assets in an amount greater than or equal to 33 percent of annual budgeted operating fund expenditures.

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 Oakton 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 2019-2020 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.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error. This data was verified by college officials as valid and accurate. Oakton Community College's A1 submission met the reporting deadline in none of the past five fiscal years; the fiscal year 2020 submission was finalized six weeks late, the fiscal year 2019 and fiscal year 2016 submissions were two weeks late, and the fiscal year 2018 and fiscal year 2017 submissions were finalized four weeks past the reporting deadline. The submissions took between four and eight submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent was about 30 percent across the five years reviewed. The proportion or records with unknown Current Intent was about 25 percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned was about 20 percent across the five years reviewed. The proportion of records with unknown High School Rank was about 85 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 two of the five fiscal years reviewed; the fiscal year 2020 submission was finalized eight days late, the fiscal year 2019 submission was two days late, and the fiscal year 2018 submission was finalized four days past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Oakton Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2019 submission was finalized two days late, and the fiscal year 2017 submission was finalized 12 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five, and final A2 submissions did not contain any critical errors in five of the five years reviewed. Coverage of Race/Ethnicity has been good with less than six percent of records with unknown Race/Ethnicity 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. Oakton 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. Oakton Community College met the reporting deadline in one of the five years reviewed; the submissions were finalized between six days and three and a half weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to seven, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in four of the past five years; the fiscal year 2019 submission was finalized one day late. The number of submissions needed to finalize the data ranged from three to five, and there were no critical errors in the final submissions in each of the five years reviewed. Oakton Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2019 submission was finalized one day late, and the fiscal year 2017 submission was finalized three days past the reporting deadline. There has been consistency between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed; there were no headcount discrepancies.

The **Noncredit Course Enrollment (N1)** data collection began in fiscal year 2000. Oakton Community College data submissions met the reporting deadline in one of the last five fiscal years; the submissions were finalized between one day and one-half month past the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between zero percent and 18 percent across the five years reviewed. The Race/Ethnicity variable was unknown for less than 10 percent of records across the years reviewed. The Highest Degree Previously Earned variable was unknown for three-fourths 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 three weeks 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 2020 submission was finalized one day 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 the one year reviewed; the submission was eliminated in fiscal year 2017. The final FS submission did not contain any critical errors and the response rate met the ICCB minimum standard in the one year reviewed (51.10 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2020 submission was finalized 10 days late, and the fiscal year 2018 submission was finalized six months past the reporting deadline. The number of submissions required to finalize these data ranged from three to six. 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 four of the past five fiscal years; the fiscal year 2020 submission was finalized two days past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Oakton Community College met the submission deadline in one of the past five years reviewed; the submissions were finalized between six days and one and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six. 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. Oakton Community College met the reporting deadline in two of the five years reviewed

for all four surveys; the fiscal year 2020 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 2019 and fiscal year 2018 submissions were finalized six 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: Some 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 Oakton Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student Identification Submission (ID)**, the **Annual Course Data (AC)**, the **Noncredit Course Enrollment Data (N1)**, the **African American Employment Plan Survey**, the **Asian American Employment Plan Survey**, the **Bilingual Needs and Bilingual Pay Survey**, the **Hispanic Employment Plan Survey**, and the **Annual Faculty, Staff & Salary Data (C3)**.

College Response:

Oakton 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)*	07/24/19	07/24/18	08/02/17	07/12/16	07/16/15
# Submissions to Final	4	3	3	1	4
Timeliness	9 days late	8 days late	16 days late	on time	1 day late
Duplicated Head Count	10255	9762	7678	9176	9765
Unduplicated Head Count	4512	4611	3548	4185	5698
# Error Codes in Final Submission	4	6	6	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	15.14 percent	19.76 percent	9.83 percent	9.20 percent	1.24 percent
% Unknown Age in Final Submission no value or .	13.63 percent	17.97 percent	8.04 percent	7.28 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.06 percent	0.04 percent	0.01 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	6.53 percent	6.48 percent	7.27 percent	6.75 percent	9.63 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	N/C**	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	N/C**	74.00 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	08/14/18	08/31/17	09/27/16	08/17/15
# Submissions to Final	7	5	5	8	4

Timeliness	43 days late	13 days late	30 days late	26 days late	14 days late
Head Count (total incl. 0 hrs enroll.)	17559	18281	18552	20105	20433
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	6	2	7	3	3
# Critical Errors in Final Submission	0	0	1	0	0
% Records with Errors in Final Sub.	0.75 percent	0.64 percent	0.94 percent	0.74 percent	1.31 percent
% 0 Cumulative GPA in Final Sub.	21.00 percent	24.51 percent	23.55 percent	25.76 percent	23.50 percent
% 0 Cumulative Hours in Final Sub.	20.72 percent	24.13 percent	23.10 percent	25.30 percent	23.17 percent
% Unknown Entry Intent in Final no value or .	0.00 percent				
% Unknown Entry Intent in Final unknown	30.96 percent	31.86 percent	29.75 percent	27.30 percent	26.14 percent
% Unknown Current Intent in Final no value or .	0.00 percent				
% Unknown Current Intent in Final unknown	26.83 percent	27.99 percent	26.33 percent	24.69 percent	24.05 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	18.33 percent	19.24 percent	18.17 percent	20.12 percent	19.85 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	84.41 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)*	09/03/19	09/06/18	09/01/17	09/27/16	08/28/15
# Submissions to Final	5	2	2	3	2

Timeliness	on time	2 days late	on time	12 days late	on time
Record Count (duplicate completions)	1444	1437	1547	1459	2099
Total Number of Completions from A1	1411	1250	1458	1086	2009
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# 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	0.06 percent	0.09 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	5.47 percent	5.98 percent	5.17 percent	4.80 percent	3.00 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)*	09/11/19	09/06/18	09/05/17	08/30/16	08/27/15
# Submissions to Final	6	3	2	1	1
Timeliness – Data Due	8 days late	2 days late	4 days late	on time	on time
Head Count in Final Submission	17559	18281	18552	20105	20433
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	6	7	4	4	4
# 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*	08/31/15

# 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*	705
# 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)*	09/12/19	09/10/18	09/08/17	09/13/16	09/25/15
# Submissions to Final	6	4	7	3	4
Timeliness	9 days late	6 days late	7 days late	on time	24 days late
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.04 percent	0.05 percent	0.06 percent	0.04 percent	0.05 percent
% Dual Credit in Final	4.32 percent	2.91 percent	1.92 percent	1.65 percent	1.33 percent
% Remedial (PCS 14) in Final	6.61 percent	6.55 percent	6.85 percent	6.84 percent	7.70 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)*	09/26/19	10/02/18	09/29/17	10/03/16	10/01/15
# Submissions to Final	3	3	3	4	5
Timeliness	on time	1 day late	on time	on time	on time
Head Count in Final Submission	8083	8454	8907	9443	9864
Discrepancy between E1 & Survey	0	0	0	0	0

# Error Codes in Final Submission	7	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.17 percent	0.67 percent	0.51 percent	0.82 percent	0.71 percent
Current Intent Coverage in Final Sub % coded as unknown	32.71 percent	32.93 percent	31.35 percent	31.29 percent	29.71 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent				
Scholarship Coverage in Final Sub. % with no scholarship	99.41 percent	99.52 percent	99.53 percent	99.53 percent	99.52 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)*	09/27/19	10/02/18	10/02/17	10/06/16	10/01/15
Timeliness	on time	1 day late	on time	3 days late	on time
Head Count	8083	8454	8907	9443	9864
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/25/19	10/12/18	04/12/18	10/21/16	10/12/15
# Submissions to Final	4	4	6	4	3
Timeliness	10 days late	on time	178 days late	on time	on time
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	16.66 percent	15.94 percent	13.19 percent	21.98 percent	18.97 percent
% Unknown Employment Class (8)	1.14 percent	0.73 percent	1.12 percent	1.36 percent	1.33 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*	10/15/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
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)*	10/17/19	10/12/18	10/19/17	10/25/16	10/07/15
# Submissions to Final	1	1	1	1	1
Timeliness	2 days late	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (11/01)*	11/01/19	11/01/18	11/01/17	10/24/16	11/23/15
Timeliness	on time	on time	on time	on time	21 days late

*Due 11/02 in FY 16

Spring Semester Enrollment Survey*

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (02/15)*	02/11/20	02/12/19	02/08/18	02/10/17	02/12/16
Timeliness	1 day late	on time	on time	on time	on time

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

**Due 02/10 in FY 20; 02/09 in FY 18

African American Employment Plan Survey

Fiscal Year Collected	2020	2019	2018	2017	2016

Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission Varies See Note*	01/27/20	02/14/19	02/08/18	03/06/17	02/04/16
Timeliness	12 days late	6 days late	6 days late	on time	on time

*Due 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16

Asian American Employment Plan Survey

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission Varies See Note*	01/27/20	02/14/19	02/08/18	03/06/17	02/04/16
Timeliness	12 days late	6 days late	6 days late	on time	on time

*Due 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission Varies See Note*	01/28/20	02/14/19	02/08/18	03/02/17	02/04/16
Timeliness	13 days late	6 days late	6 days late	on time	on time

*Due 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16

Hispanic Employment Plan Survey

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission Varies See Note*	01/27/20	02/14/19	02/08/18	03/06/17	02/04/16
Timeliness	12 days late	6 days late	6 days late	on time	on time

*Due 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16

Underrepresented Groups Report

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission Varies See Note*	02/28/20	02/01/19	02/16/18	02/08/17	03/10/16

Timeliness	on time				
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*Due 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (5/30)**	N/C*	N/C*	N/C*	N/C*	05/26/16
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
Timeliness	N/C*	N/C*	N/C*	N/C*	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	N/C*	1
# 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*	37.91 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	N/C*	51.10 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	N/C*	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16

***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)*	07/31/19	06/13/18	07/20/17	06/21/16	06/30/15
# Submissions to Final	4	3	6	3	4
Timeliness	44 days late	on time	35 days late	6 days late	15 days late
# Error Codes in Final Submission	1	1	1	1	3
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	10.32 percent	6.36 percent	11.65 percent	12.99 percent	66.14 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	5.30 percent	5.43 percent	5.91 percent	5.87 percent	5.75 percent

*Due 06/17 in FY 19