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## **RECOGNITION REPORT**

# **ILLINOIS VALLEY COMMUNITY COLLEGE**

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*September, 2019*

Illinois Community College Board  
RECOGNITION REPORT  
FOR  
ILLINOIS VALLEY COMMUNITY COLLEGE  
September, 2019

## INTRODUCTION

During fiscal year 2019 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Illinois Valley Community College, District 513. 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 Illinois Valley Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

## EVALUATION RESULTS AND RECOMMENDATIONS

### 1. INSTRUCTION

#### 1. Degrees and Certificates

A comparison between Illinois Valley Community College’s 2018-2019 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

Illinois Valley Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in Engineering Science (A.E.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 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 was inactivated from the college's course offerings/schedule in 2000, however, the appropriate form to withdraw the course was never submitted to ICCB. Articulation documents indicating the course was articulated during the years it was offered were provided by the college, however, the college has since submitted a request to withdrawal the course which was approved June 12, 2019. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that the remainder of the 20 courses submitted had the required current transfer agreements in place.

**Compliance Recommendations:** None.

## 3. Academic Control

The college reported having a procedure in place for program review, assessment, and curriculum review. The college reported reviewing Curriculum Committee and Teaching and Learning Committee minutes to demonstrate that the college maintains academic control of its units of instruction. The college also reported having a policy for approval of programs, determining credit hours assigned to academic courses and programs, assessment, admission to the college, and dual credit enrollment.

The college did not report the process it uses for course and program approval and review or composition of the committees—only that their review showed that they had academic control. It is unclear how a course or program is vetted and approved internally, the structure and composition of the committees who review said courses and programs, or if there is a review by administration. How items reach the Board of Trustees for approval, as required by board policy, was not evident in the submission.

**Compliance Recommendation:** In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.302 a) 2(A), the college should make clear what process it uses to implement a unit of instruction ensuring it is under the direct and continuous control of the college. The process to accomplish the implementation of programs must be clearly articulated.

*College Response: IVCC has clear processes in place for implementing units of instruction that ensure they remain under the direct and continuous control of the College. New program proposals require needs and cost analysis prior to being submitted for approval. This work often requires the help of an advisory group of industry and external stakeholders. Recommendations based on these investigations to move forward with program development are reviewed by division faculty, deans, and the Vice President and Associate Vice President for Academic Affairs. In addition, program*

*outcomes, course sequencing, and assessment measures are developed as part of the proposal for submission to the Curriculum Committee. The Curriculum Committee, comprised of faculty, academic administrators, and counselors, reviews both the program proposal and the associated course proposals as part of its approval process. The Committee may recommend revisions or changes as part of its review. Once approved by the Curriculum Committee, new programs are reviewed by President's Council for placement on the Board of Trustees agenda for approval. Once the program has been approved by the Board of Trustees, it, along with the requisite paperwork, is submitted to the Illinois Community College Board for approval and submission, if necessary, to the Illinois Board of Higher Education.*

*Approval of new courses follow a similar process to that of the program approval process. New courses are recommended for consideration and development to the division faculty and dean. Advisory committees are often consulted as valuable resources in the development of new courses. New course proposals are submitted to the dean for approval prior to requesting articulation with 4-year institutions. Once articulation requests have been approved, the proposal is submitted to the Curriculum Committee for review and approval. The Committee may recommend revision or changes if necessary prior to granting approval. Once the Curriculum Committee has approved the new course, it is submitted to the Illinois Community College Board for approval. This approval must be granted prior to offering the course.*

*Flow charts depicting these approval processes are available upon request.*

#### **4. Curriculum**

4a) A comparison between Illinois Valley Community College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education 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 A.A.S. degrees, 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 Illinois Valley Community College's 2019 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b) (11) A-G: 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 2017 and 50 from fiscal year 2018. 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 2017 and 2018, 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 Illinois Valley Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

### **Instructors.**

During fiscal years 2017 through 2018, it was reported that 51 instructors taught transfer (1.1) dual credit courses. Of these instructors, four did not have the appropriate credentials to teach transfer courses. It was reported that 31 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, five instructors did not have the appropriate credentials.

### **Students.**

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

### **Course Offerings and Requirements.**

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

**Compliance Recommendation 1:** In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Illinois Valley Community College must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For 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 shall complete an audit of its dual-credit instructors to ensure they meet minimal qualifications for teaching dual-credit courses. Instructors not meeting qualifications will be advised about the credentials necessary for instruction, placed on improvement plans when appropriate, and/or not reassigned to courses until qualifications have been met.*

**Compliance Recommendation 2:** In order to be in compliance 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: The Assessment Center runs a report on all RED/ENG/MTH prerequisite courses. This process starts mid-summer so that students can be contacted who are not meeting placement. Another report is again run 2 weeks before class starts.*

*Students on the report come up with one of the following statuses:*

- *C= Complete (prerequisite met)*
- *I= Incomplete*
- *N= Not meeting prerequisites*
- *P= In Process (student is enrolled in pre-req course and final grades have not been determined)*

*The Assessment Center evaluates the students with an I, N, or P status and documents what each is missing in a report that is forwarded to the Dual Credit Coordinator. The Dual Credit Coordinator then begins following up with the students.*

- *If the student has no scores on file, they are requested to provide their ACT or SAT scores if available.*
- *If no ACT or SAT scores are available, then the student is requested to set up a placement testing appointment to test before school starts.*
- *If the student does not place into the class, the Dual Credit Coordinator contacts the student and the high school to let them know that they are being dropped from the course.*

*On occasion, a dual credit student will appeal to get into the class. The student submits their appeal and high school transcript and any other documentation to the Dual Credit Coordinator who forwards it on to the dean of that division for review. If the appeal is approved, a petition is created in the student record to denote that the student has been allowed into the class and for what reason. This same process is allowed for regular students at the college except that it can be entered by a dean, college counselor or instructor.*

## **6. Assessment Plans**

Illinois Valley Community College has a systematic, college-wide approach to the assessment of student learning. The college is committed to regular assessment of student learning outcomes. The college reported being near completion of its pilot program of assessing the General Education across the curriculum. The Assessment Committee with the Curriculum Committee will maintain master course syllabi where general education goals are identified. The college is using a learning management system add-on to deploy and collect general education goal rubrics. The college stated limited work had been done to follow students in degree and certificate programs regarding general education outcomes. However, outcomes for Career and Technical Education programs have been mapped to courses within the programs. Work will continue on integrating these outcomes into their learning management system to assist with this process.

The Assessment Committee will participate in the annual Assessment Fair to build on best practices and work with a National Institute for Learning Outcomes.

Illinois Valley does review its placement scores and policies. In the fall of 2018, cut scores were changed based on recommendations from an internal workgroup and state-wide recommendation for implementing multiple measures. The college reported continuing work on implementing more options aligned with multiple measures placement including a combination of high school coursework and GPA.

**Compliance Recommendation: None.**

**Advisory Recommendation:** The college should ensure that it is able to conduct assessment of curriculum and student learning outcomes with or without access to technology.

*College Response: The College has manual back-up processes for its assessment practices.*

## **7. Student Evaluation**

Illinois Valley Community College has a well-defined system for evaluating and recording student performance in courses and programs. Grade distribution reports are reviewed each semester by the appropriate administrator. The college has established and published minimum standards of academic achievement as defined by satisfactory academic progress through grade point average and attempted credit hours. The college has Board policies governing its grading system, grade

appeals, and grade forgiveness.

**Compliance Recommendation:** None.

## 8. Faculty Qualifications/Policies.

Illinois Valley Community College reported that any instructor teaching a transfer-level course is 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. They also reported doing a complete review of all full-time, adjunct, and dual credit faculty to verify that they met the requisite standards to teach in their disciplines.

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 2017–2018. The ICCB review of the faculty transcripts provided by the college showed that seven faculty members did not appear to have the proper credentials to teach 1.1 Transfer Courses. However, during the submission process, the college provided evidence that three of the faculty members had an education plan in place. The college reported that three others needed an education plan and one had credentials that did not align with the area in which the course was being taught.

The college provided opportunities for faculty development on campus, including through the Faculty Development Center. The Center has focused on issues related to instruction including hands-on technology, creating accessible instructional materials, and pedagogy.

Nine courses were requested in the audit but were not taught during the academic year indicated. As a follow up, the date of the last time the course was taught was requested. Seven of those courses were last taught outside of the Recognition Cycle.

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

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

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

*College Response: The College has completed an audit of its full-time instructors to ensure they meet minimal qualifications for teaching dual-credit courses. The College shall complete a similar audit for its part-time instructors. Instructors not meeting qualifications will be advised about the credentials necessary for instruction, placed on improvement plans when appropriate, and/or not reassigned to courses unless and until qualifications have been met.*

**Advisory Recommendation:** As part of the program review cycle, all courses should be reviewed within that five-year cycle. When courses are no longer relevant to programs or are no longer taught on campus, they should be inactivated or withdrawn from the master course file.

*College Response: As part of its annual internal program review, IVCC reviews course sequencing and enrollment patterns in an effort to determine course viability. In addition, advisory committees review program curriculum regularly to ensure courses remain relevant to the field. As courses are no longer taught, IVCC will inactivate them or withdraw them from the master course file.*

## 9. Cooperative Agreements and Contracts

As part of the recognition review for Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment, including accompanying documentation and the college's course catalog. Illinois Valley Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college also participates in additional inter-district cooperative agreements with two community college districts—Sauk Valley Community College for Radiologic Technology and Kankakee Community College for Medical Laboratory Technology. It is unclear if these two cooperative agreements were approved by the ICCB prior to the start of the agreements.

**Compliance Recommendation:** None.

**Advisory Recommendation 1:** On page 18 of the college's 2018-2019 College Catalog, the language should be updated to reflect the adoption of the CAREER Agreement by all 39 community college districts, or all 48 community colleges. Pursuant to article 19 of the CAREER Agreement, of which Illinois Valley Community College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should discontinue this practice and remove this language from their College Catalog and any other places it may be.

*College Response: While this information was inadvertently contained in the course catalog, correct information concerning cooperative agreements, including the CAREER Agreement protocols, was available on the College website. The appropriate updates have been made to the 2019-2020 College Catalog.*

**Advisory Recommendation 2:** The college should ensure that all cooperative agreements have been approved by the ICCB, including the current in-place agreements with Sauk Valley Community College and Kankakee Community College.

*College Response: The College will submit the agreements with Sauk Valley Community College and Kankakee Community College to the ICCB for approval.*

## 10. Academic Calendar

As part of the recognition review for Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, college website, and the college's self-assessment. IVCC has established a Calendar Committee comprised of administrators, faculty, and staff from three main functional areas (Business Services, Academic Affairs, and Student Services). The committee is charged with creating academic calendars. Illinois Valley Community College's Academic Calendar includes at least 15 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies comply with Administrative Rule 23 Ill.



Adm. Code 1501.303 e)6. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster, etc.), the district has developed Emergency and School Closings policies.

**Compliance Recommendation:** None.

## 11. Program Review/Results

After reviewing Illinois Valley Community College's program review process and submissions over the last five years, all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their program review cycle. Detailed by the self-assessment, the college utilizes sufficient supporting data, but will take additional steps to utilize disaggregated data which will support a more thorough evaluation. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

**Compliance Recommendation:** None.

## 2. STUDENT SERVICES/ACADEMIC SUPPORT

### Part A. Advising and Counseling

Illinois Valley Community College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. The counseling office offers walk-ins on a first come, first serve basis. Walk-ins are typically available Monday, Thursday, and Friday from 8:00 a.m. until approximately 3:15 p.m. and on Tuesday and Wednesday from 8:00 a.m. until approximately 6:15 p.m. Currently, the college employs three full-time counselors and six part-time counselors. The counselors are generalists in terms of serving students regardless of the intended program of study. However, each full-time counselor is assigned to an institutional academic division as liaison and also assigned to two in-state public senior institutions for articulation purposes. The assignments rotate every two years so that counselors have the opportunity to work with all divisions and institutions over time.

**Compliance Recommendation:** None.

### Part B. Financial Aid

The financial aid program provides students with information about, and access to, available financial support. The office hours are listed as 8:00 a.m. to 4:30 p.m. Monday, Thursday, and Friday and 8:00 a.m. to 7:00 p.m. Tuesday and Wednesday with walk-in appointments available. The Financial Aid Office works with area high schools to provide information at "College Nights." Financial aid services are also offered at the Outreach Centers including FAFSA completion workshops and financial aid checks.

The financial aid office houses the Coordinator of Veterans and Military Personnel. The coordinator explains services offered to students which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

**Compliance Recommendation:** None.

### Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support. The Career Services Associate circulates a 'job of the week' via email and through an online distribution tool (College Central Network) and shares employment information

with the college counseling staff on a regular basis. Despite this, it was discovered through student feedback that students were unaware of this service being available. The college acknowledged the need to improve processes in this area as well as bring awareness to the department's mission.

**Compliance Recommendation:** None.

**Advisory Recommendation:** The ICCB recommends including several areas within the stated department strategic initiative. Working with faculty, becoming involved in new student orientation, providing faculty development opportunities, and developing marketing materials to highlight resources within the department would be ideal. The college should continue to explore available options in developing an improved system for tracking and use of student performance data and explore additional web-based career exploration tools/resources.

*College Response: The College plans to improve student awareness of the Career Services Department in a variety of ways. First and foremost, the Career Services Associate plans to approach faculty program coordinators whose programs require internships in order to get into the classroom to market departmental services. Additionally, all students will be bulk uploaded into the College Central Network (CCN). They will then be notified that they were provided with a free CCN account where they can upload their cover letter, résumé, and search open positions provided by employers. Since the Career Services department provides assistance creating cover letters and résumés, the department plans to market those free services to students via email, text message, and social media.*

*The department also plans to be present at the following Student Services sponsored events: Fall Open House, Parent College 101, off-site IDES Workshops, College & Career Night, Spring Open House, and off-site high school Career Days.*

*Finally, the department plans to develop an 8-page marketing booklet in FY20 highlighting the services it provides.*

#### **Part D: Support Services**

Illinois Valley College provides various support services to students, which includes Office of Disability, Student Life, TRiO, and veteran's services.

The college offers academic support services, including peer tutoring, the student help desk, and the writing center, which are housed in the college's Learning Commons. There is a separate Math Learning Center that supports students needing help with mathematics.

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

**Compliance Recommendation:** None.

### **3. FINANCE/FACILITIES**

#### **1. Credit Hour Claim Verification**

ICCB staff conducted a day and a half visit at the college in April of 2019. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2017, fall 2017, and spring 2018 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 sampled for SU courses were funded with more than 50 percent unrestricted funds, with the exception of Adult Education courses. The district had placed all Adult Education courses that were funded with the State Adult Ed grant on the SU credit hour claim and did not comply with 110 ILCS 805/2-16.02 which states the district must have 50 percent of the cost of a program to submit a course for state unrestricted grants. Any courses paid with more than 50 percent of restricted funds should be placed on the SR claim.

A second claiming error was discovered with how the district calculated students actively pursuing at midterm. The district was using a student's withdraw date rather than the instructors determination of active pursuit, in violation of ICCB Administrative Rule 1501.507 e) 2).

**Compliance Recommendation 1:** In order to be in compliance with 110 ILCS 805/2-16.02, Illinois Valley Community College must resubmit fiscal year 2019 SUSR claims after removing the Adult Education (state grant funded) courses.

*College Response: SUSR claims have been resubmitted. Adult Education (state grant funded) credit hours have been removed.*

**Compliance Recommendation 2:** In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507 e) 2) Illinois Valley must resubmit fiscal year 2019 after removing students who were not actively pursuing at midterm.

*College Response: SUSR claims have been resubmitted. Students not actively pursuing at midterm have been removed.*

### **Student Residency**

Based on the review of residency records, Illinois Valley Community College properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit and it was submitted in a timely and accurate manner.

**Compliance Recommendation:** None.

### **Course Repeats**

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

**Compliance Recommendation:** None.

## **2. Financial Compliance**

### **Part A: Annual External Audit.**

The annual external audits for fiscal years 2014 through 2018 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

**Compliance Recommendation:** None.

**3. Financial Planning**

Annually, the college prepares a three-year financial forecast that includes consideration of the college mission and strategic plan. The forecast includes historical information that is used to make projections regarding future funding levels and expenditures. Input is received from department and division managers on items that may have a significant budget impact in future years. This financial planning document assists the college with developing annual operating and capital budgets. The forecast is reviewed by board members and college administrators.

**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 Illinois Valley Community 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.**

**Facility Data Records (ICCB F3, F6, B3, R3 records)**

Based on ICCB staff review of the facilities data submissions, the fiscal years 2014 through 2018 submissions were generally made in a timely and accurate manner.

**Compliance Recommendation:** None.

**Square footage of planned construction and owned land**

The fiscal years 2014 through 2018 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

**Compliance Recommendation:** None.

**Project status reports**

The fiscal years 2014 to 2018 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB approved project. The reports were submitted in a timely and accurate manner.

**Compliance Recommendation:** None.

**Resource Allocation Management Plan (RAMP)**

The submissions due in fiscal years 2014 through 2018 were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

**Compliance Recommendation:** None.

**Course Resource Data (ICCB S6/S7 Reports)**

The fiscal years 2014 through 2018 submissions were reviewed. All years reviewed were submitted on the due dates.

**Compliance Recommendation:** None.

#### 4. INSTITUTIONAL RESEARCH/REPORTING

**General Reporting Requirements** The latest five years of ICCB data submissions by Illinois Valley Community College were reviewed—generally this includes fiscal years 2015-2019 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.

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

**Part A. Student Data Reporting.** The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Illinois Valley Community College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2019 submission was finalized 12 days late, the fiscal year 2017 submission was 11 days late, the fiscal year 2016 submission was four days late, and the fiscal year 2015 submission was finalized nearly two months past the reporting deadline. The submissions took between three and nine submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Entry Intent and Current Intent has been excellent with less than three percent of unknown records for Entry Intent and less than two percent of unknown records for Current Intent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned ranged from five percent to seven percent across the five years studied. The proportion of records with unknown High School Rank was nearly 60 percent across the two years 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 four of five fiscal years reviewed; the FY 2015 submission was finalized nearly two months late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Illinois Valley Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2016 and the fiscal year 2015 submissions were finalized three weeks late. The number of submissions needed to finalize the data ranged from two to six, and there were no critical errors in the final submissions in the years reviewed. The proportion of records with unknown Race/Ethnicity ranged between less than two percent and ten percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Illinois Valley Community College met the reporting deadline in one of the two years reviewed. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

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

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in four of the past five years; the fiscal year 2015 submission was finalized five and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to seven, and there were no critical errors in the final submissions. Illinois Valley Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2017 submission was finalized four days late and the fiscal year 2015 submission was finalized 23 days past the reporting deadline. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed.

**Noncredit Course Enrollment (N1)** data collection began in fiscal year 2000. Illinois Valley Community College data submissions met the reporting deadline in each of the last five fiscal years. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age was excellent in the five years reviewed with only one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 11 percent and 14 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about 45 percent of the records in the two years 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 three of the past five fiscal years; the fiscal years 2018 and 2015 submissions were finalized 12 and 11 days late, respectively. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

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

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in one of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in one of the three submissions reviewed: 2016 (50 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 years 2016 and 2015 submissions were finalized two months and eight months late, respectively. The number of submissions required to finalize these data ranged from two to nine. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in neither of the two years reviewed. The C2 submission was eliminated in fiscal year 2017 and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in three of the past five fiscal years; the fiscal years 2016 and 2015 submissions were finalized 13 days and more than two months late, respectively.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Illinois Valley Community College met the submission deadline in one of the past five years reviewed; the fiscal year 2017 submission was finalized four days late, the fiscal year 2016 submission was 13 days late, the fiscal year 2015 submission was two weeks late, and the fiscal year 2014 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from two 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 began in fiscal year 2013. Illinois Valley Community College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

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

**Compliance Recommendation:** None.

**Advisory Recommendations:** 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 Illinois Valley Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)** and the **Annual Faculty, Staff & Salary Data (C3)**.

*College Response: The College will continue to complete data submission that are timely, accurate, and complete. Focused efforts to improve timeliness of the noted reports will be implemented.*

**Illinois Valley Community College - Recognition Policy Studies Report Due Dates**  
(Attachment A)

**Noncredit Course Enrollment Data (N1)**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – <b>(07/15)*</b>	07/09/18	07/13/17	07/13/16	07/15/15	07/14/14
# Submissions to Final	2	2	4	2	4
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	4816	4655	3939	4202	4651
Unduplicated Head Count	3360	3173	2868	2960	3334
# Error Codes in Final Submission	2	2	2	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.62%	0.84%	0.81%	1.00%	1.41%
% Unknown Age in Final Submission no value or .	0.52%	0.69%	0.63%	0.90%	1.42%
% Unknown Age in Final Submission unknown	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	11.27%	13.98%	11.17%	13.02%	11.78%
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	0.00%	0.00%
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	46.22%	43.78%

**\*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)**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – <b>(08/01)*</b>	08/13/18	08/01/17	09/12/16	08/07/15	09/23/14



# Submissions to Final	5	3	9	4	6
Timeliness	12 days late	on time	11 days late	4 days late	53 days late
Head Count (total incl. 0 hrs enroll.)	4931	5164	5568	5809	6401
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	2	0	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.18%	0.05%	0.00%	0.05%	0.04%
% 0 Cumulative GPA in Final Sub.	12.74%	11.66%	13.95%	14.00%	13.98%
% 0 Cumulative Hours in Final Sub.	12.45%	11.39%	13.25%	13.50%	12.39%
% Unknown Entry Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Entry Intent in Final unknown	1.95%	1.74%	1.19%	1.43%	2.09%
% Unknown Current Intent in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Current Intent in Final unknown	1.32%	1.78%	0.63%	0.88%	1.52%
% Unknown Degree Obj. in Final	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Highest Degree in Final unknown	5.11%	5.19%	5.10%	5.94%	7.08%
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	57.14%	58.40%

\*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	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/14/18	08/22/17	09/08/16	09/23/15	09/23/14
# Submissions to Final	6	2	3	3	4
Timeliness	on time	on time	on time	22 days late	21 days late

Record Count (duplicate completions)	968	1042	1010	1227	1381
Total Number of Completions from A1	943	991	992	1198	1337
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00%	0.00%	0.00%	0.08%	0.00%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	1.24%	6.72%	9.80%	4.40%	2.53%

\* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

#### Annual Student ID Submission (ID)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)*	08/10/18	08/29/17	08/29/16	09/01/15	10/31/14
# Submissions to Final	2	1	1	1	1
Timeliness – Data Due	on time	on time	on time	on time	59 days late
Head Count in Final Submission	4931	5164	5568	5809	6401
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	0	0	1
# Critical Errors in Final Submission	0	0	0	0	0

\* Due 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

#### Annual Students with Disabilities Submission (SD)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission (09/01)**	N/C*	N/C*	N/C*	08/25/15	10/20/14

# Submissions to Final	N/C*	N/C*	N/C*	1	2
Timeliness – Data Due	N/C*	N/C*	N/C*	on time	48 days late
Head Count in Final Submission	N/C*	N/C*	N/C*	261	243
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00%	0.00%

\*The SD submission was eliminated in FY 17

\*\*Due 09/02 in FY 15

#### Annual Course Data (AC)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (09/01)*	08/08/18	08/24/17	08/29/16	08/18/15	11/14/14
# Submissions to Final	2	1	1	5	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	1	0	0
% Records with Errors in Final Sub.	0.01%	0.00%	0.12%	0.01%	0.01%
% Dual Credit in Final	8.86%	7.74%	5.92%	5.99%	5.61%
% Remedial (PCS 14) in Final	4.25%	5.48%	5.47%	6.06%	7.40%

\* Due 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15

#### Fall Term Enrollment Data (E1)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/25/18	09/29/17	10/11/16	10/01/15	03/17/15
# Submissions to Final	4	2	4	3	7
Timeliness	on time	on time	on time	on time	167 days late
Head Count in Final Submission	2958	3241	3206	3310	3525
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	2	3	1	2

# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.06%	0.12%	0.40%	0.33%	0.14%
Current Intent Coverage in Final Sub % coded as unknown	0.51%	0.15%	8.98%	9.73%	8.11%
Degree Obj. Coverage in Final % coded with no code	0.00%	0.00%	0.00%	0.00%	0.00%
Scholarship Coverage in Final Sub. % with no scholarship	98.48%	98.52%	98.60%	98.49%	99.40%

\* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

#### Fall Term Enrollment (Web) Survey

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/01)*	09/17/18	09/18/17	10/07/16	10/01/15	10/24/14
Timeliness	on time	on time	4 days late	on time	23 days late
Head Count	2958	3241	3206	3310	3525
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)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/15/18	10/13/17	10/21/16	12/16/15	06/09/15
# Submissions to Final	2	3	9	4	5
Timeliness	on time	on time	on time	62 days late	237 days late
# Error Codes in Final Submission	3	2	2	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	3.26%	2.95%	6.75%	6.86%	6.71%
% Unknown Employment Class (8)	3.00%	2.96%	2.97%	0.00%	1.03%

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

#### Faculty Staff & Salary Data (C2)

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
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Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)	N/C*	N/C*	N/C*	12/07/15	03/09/15
# Submissions to Final	N/C*	N/C*	N/C*	8	3
Timeliness	N/C*	N/C*	N/C*	53 days late	145 days late

\* The C2 submission was eliminated in FY 17

**Faculty Staff & Salary Supplementary Information**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (10/15)*	10/12/18	10/23/17	10/17/16	10/28/15	12/22/14
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	13 days late	68 days late

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

**Summer Graduate Reporting for IPEDS GRS**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (11/01)*	09/17/18	11/13/17	10/18/16	10/20/15	11/14/14
Timeliness	on time	12 days late	on time	on time	11 days late

\*Due 11/02 in FY 16; 11/03 in FY 15

**Spring Semester Enrollment Survey\***

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	01/28/19	02/06/18	02/01/17	02/10/16	02/10/15
Timeliness	on time	on time	on time	on time	on time

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

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

**African American Employment Plan Survey**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/21/19	01/25/18	02/22/17	01/28/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

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

**Asian American Employment Plan Survey**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/21/19	01/25/18	02/22/17	01/28/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

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

**Bilingual Needs and Bilingual Pay Survey**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/14/19	01/29/18	03/08/17	01/29/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

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

**Hispanic Employment Plan Survey**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/21/19	01/25/18	02/23/17	01/28/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

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

**Underrepresented Groups Report**

<b>Fiscal Year Collected</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/28/19	02/16/18	02/06/17	03/03/16	01/28/15
Timeliness	on time	on time	on time	on time	on time

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

**Occupational Follow-up Study Data (FS)**

<b>Fiscal Year Collected</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
Fiscal Year <i>of Data</i>	2017	2016	2015	2014	2013
Final Submission – (5/30)**	N/C*	N/C*	05/18/16	06/17/15	08/27/14
# Submissions to Final	N/C*	N/C*	1	3	3
Timeliness	N/C*	N/C*	on time	16 days late	89 days late
# Error Codes in Final Submission	N/C*	N/C*	0	1	1
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00%	1.16%	0.22%
Response Rate (PBIS)	N/C*	N/C*	50.00%	11.63%	18.64%
Met Minimum Response Rate***	N/C*	N/C*	Yes	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)**

<b>Fiscal Year Collected</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (6/15)*	06/13/18	06/19/17	06/28/16	06/29/15	07/16/14
# Submissions to Final	2	3	6	3	4
Timeliness	on time	4 days late	13 days late	14 days late	30 days late
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	56.75%	53.64%	12.32%	7.49%	7.59%
% Unknown Ethnicity in Final no value or .	0.00%	0.00%	0.00%	0.00%	0.00%
% Unknown Ethnicity in Final unknown	1.13%	5.79%	8.83%	4.87%	2.11%

\*Due 06/16 in FY 14