

FINAL RECOGNITION REPORT

COLLEGE OF DUPAGE

February 2017
ILLINOIS COMMUNITY COLLEGE BOARD

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FOR

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INTRODUCTION

During fiscal year 2016, the Illinois Community College Board (ICCB) conducted a recognition evaluation of College of DuPage. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the ICCB. All community colleges must be officially recognized to be eligible for state funding. Based on a five-year cycle, recognition evaluations are conducted to assure that colleges are in compliance with specific standards. The standards selected for review during the current cycle are classified into four categories - Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. This report is organized by those categories and focuses on the findings and recommendations for each standard.

Each standard includes a staff evaluation of the college's performance based on the rules or statute being examined. Based on the staff evaluation, 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 are made in instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue. The latter are suggestions only. Due to the low number and type of compliance findings in this report, the ICCB staff will recommend that the Board issue Recognition Continued to College of DuPage.

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 that are not reflected in the report and commends the institution for its many efforts on behalf of students.

EVALUATIONS RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1a. Degrees and Certificates

A comparison between College of DuPage's college 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 ICCB Curriculum Master File that should have been reflected in the print catalog were identified. It is important to note that College of DuPage maintains its online college catalog to reflect the most current course and curricular information. If any instance of discrepancy occurs between the online and printed catalog it is a direct result from the changes the college makes to curriculum throughout the year. As a result the changes processed after the course catalog has been printed would not be reflected in the print catalog, but would be reflected in the online catalog.

Compliance Recommendation: None.

College response:

2a-b. Articulation

College of DuPage offers the Associate in Arts and the Associate in Science degrees. In most regards the specific degree requirements parallel the recommendations of the Illinois Articulation Initiative (IAI). The college is also approved to offer the following specialized degrees: Associate in Engineering Science and Associate of Applied Science in Fire Science Technology.

According to the requisite Recognition standard, the college provided articulation information for 25 of the 25 Baccalaureate/transfer courses that were requested. A comparison of the reviewed courses with the college's evidence of articulation (Form 13) submissions indicated that 25 of the 25 courses submitted had the three required transfer agreements or were appropriately coded using the correct IAI course code designation.

The college identified that all AA, AS, and AA&S, degree requirements allow only courses that have been articulated for transfer. Also, the college has confirmed that all articulation is documented through the IAI and/or through the use of the articulation request form, Form 13.

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program (AA or AS) 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 copies of current Transferology course tables.

Compliance Recommendations: None.

College response:

3a-b. Academic Control

According to College of DuPage, all new programs, as well as dual credit courses, are developed according to college policy that requires review and oversight of the appropriate college Dean and Vice President of discipline, the Chief Academic Officer, and with ultimate approval lying with the college's Board of trustees, prior to submission to the ICCB and the Higher Learning Commission. Program Review has been consistent and has followed the published ICCB guidelines. Faculty are evaluated appropriately and consistently with the colleges policies on faculty evaluation, which are conducted annually.

In April of 2015, the ICCB conducted a special on-site visit for a Focused Recognition evaluation concerning academic standards and credit hour certifications involving the Suburban Law Enforcement Academy (SLEA) offered at the college. The College of DuPage in the summer of 2015 decided to cease all awarding of academic credit to SLEA cadets, effective October 29, 2015. The college has removed the program from the educational unit to the auxiliary unit, which completely separates the College of DuPage from all academic processes and approvals. Additionally, the college has committed to ensuring other Continuing Education classes (eg. Carpenter's Apprenticeship; Pharmacy Technician; Real Estate) will not be associated with or cross-walked to academic credit outside of the existing Guide to Curriculum Development, the Contractual Agreement between the Board of Trustees and the College of DuPage Faculty Association, and without faculty support. Furthermore, college staff stated that since the college has decided to discontinue their previous practice of awarding academic credit for the SLEA program and moved it to the auxiliary unit, the Higher Learning Commission (HLC) has found the college fully meets the core components 3.A and 4.A. as outlined by the HLC.

Compliance Recommendation: None.

College response:

4a-b. Curriculum

A comparison between College of DuPage'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.

College of DuPage reported that the college currently requires all new courses and programs to be presented to the College of DuPage Curriculum Committee for review. The college stated that a significant drive behind all courses and programs being submit to the committee is to confirm that the new course or program adheres to the requirements set forth by statute and the ICCB Administrative Rules.

The College recently conducted a review of current accreditation and industry credential documents and advisory committee minutes for programs that are currently accredited, seeking accreditation, or offering industry recognized credentials to determine consistency and appropriateness to the specific field. The College reviewed programs with stackable credentials to ensure alignment with industry standards.

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.

College response:

5a-e. Dual Credit

As part of College of DuPage's 2016 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 1501.507-11 A-E: 1) the colleges 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 (CTE) (1.2 PCS) courses for review; 50 from fiscal year 2014 and 50 from fiscal year 2015. The college was then required to conduct an audit using the dual credit sample and provide information related student qualifications. The college was also required to provide a list of all faculty members teaching dual credit courses in fiscal years 2014 and 2015, including their credentials.

Part A: 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 College of DuPage. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Part B: Instructors.

During fiscal years 2014 through 2015, it was reported that 71 instructors taught

transfer (1.1) dual credit courses. From this review, 33 instructors did not have the appropriate credentials to teach transfer courses. Additionally, it was reported that 102 instructors taught career and technical education (1.2) dual credit courses. All career and technical education dual credit instructors held the required qualifications.

Part C: Qualification of Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found.

Part D: Course Offerings.

The ICCB selected a total of 100 dual credit transfer (1.1 PCS) and CTE (1.2 PCS) courses for review; 50 from fiscal year 2014 and 50 from fiscal year 2015. The course outlines utilized for these courses were the same as for courses offered on campus and at other off-campus sites.

Part E: Course Requirements.

The ICCB selected from transfer and career and technical education courses consistent with requirements for dual credit offerings. Courses offered met the requirements for this standard. Prerequisites, descriptions, course outlines, student outcomes, etc., were consistent with on-campus offerings.

Compliance Recommendation: In order to be in compliance with ICCB Administrative Rule 1501.303(f), College of DuPage must:

- 1) **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 hours in the discipline. 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 and**
- 2) **all full-time and part-time dual credit instructor files must be audited to ensure proper documentation of instructor credentials. The college must develop a policy and procedure for continuously ensuring that all dual credit faculty qualifications are aligned with ICCB Administrative Rules, as well as provide a written report on the outcome of their audit within 90 days of the ICCB Board approval of this report. The college must provide ICCB with a written report one year from the submission of the audit report, on the college's progress of aligning all dual credit faculty qualifications with ICCB Administrative Rules.**

College response: Faculty members teaching in higher education should have completed a significant program of study in the discipline they will teach or develop curricula at least one level above that of courses being taught or

developed. Those teaching general education courses (English, Math, Humanities, Speech, Social Sciences and Sciences) typically hold a master's degree and should have completed substantial graduate course work in the discipline of those courses. In some cases, such as a practice-oriented discipline or programs, tested experience in the field may be needed as much or more than formal education preparation. Tested experience implies that some objective measure ensures that the individual's knowledge and expertise are sufficient for determining what students must learn.

College of DuPage has set the following minimum standards for all faculty in accordance with ICCB Administrative Rule 1501.303(f):

f) Preparation of Professional Staff. 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. (Administrative Rules of the Illinois Community College Board, p. 31) <http://files.eric.ed.gov/fulltext/ED430661.pdf>

AND

In accordance with Dual Credit rules and directly affecting the hiring of dual credit instructors the following rule is applied: (Illinois Community College Board – September 2016, p.42)

B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS), these qualifications include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For CTE (1.2 PCS) courses, these qualifications include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field. (Illinois Community College Board – September 2016, p.42)

For Faculty and Adjunct Faculty, the college complies with the following ICCB rule:

3) Faculty and Staff

A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

B) The academic preparation and experience of the faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed.

- i) Faculty providing undergraduate general education coursework shall possess, at a minimum, a master's degree in the field of instruction.*
- ii) Faculty engaged in providing technical and career coursework at the associate degree level shall possess, at a minimum, a bachelor's degree in the field of instruction or equivalent training in the occupational field.*
- iii) Faculty teaching in a baccalaureate degree program shall have, at a minimum, a master's degree in the field of instruction.*
- iv) Faculty teaching in a graduate program shall have a doctorate or terminal degree in the field of instruction.*
- v) Exceptions may be made by the Board for professional experience, equivalent training and other qualifications; however, except in extraordinary circumstances, these should prove the exception and not the rule in meeting faculty qualification requirements.*

(Illinois Community College Board – September 2016, p. 113)

From these guidelines College of DuPage has developed the following interpretation:

- 1. Those teaching 1.1 for transfer courses, that is courses which may be used as college credit towards a four-year degree and/or are Illinois Articulation Initiative (IAI) identified courses) must have a master's degree in the content area, or a master's degree plus 18 semester hours of graduate level credit in the discipline of instruction.*
- 2. Those teaching 1.2 non-transfer occupational/technical courses must have a bachelor's degree in the field and/or a combination of education, training and tested experience.*

3. *Individuals who do not explicitly meet college minimum degree and course work requirements for 1.2 occupational/technical (non-transfer) courses can be justified on an individual basis by documenting other qualifications.*

COD Credential Review Process

College of DuPage uses the following process to ensure that faculty credentials in all areas of instruction have been vetted and verified. Unofficial credentials are required at the time of application and must be uploaded into the college's applicant tracking system (Hiretouch) in a PDF format. Upon hire the faculty member is required to present official transcripts. The recruitment/new checklist form is attached to all new hire paper work and submitted to HR for processing. The form establishes a record of review of credentials submitted and is sent through a routing review sequence with the following documentation attached:

- *Transcripts from all institutions of higher education awarding a degree and/or indicating applicable additional coursework*
- *Documentation of relevant training and related testing, if required*
- *Copies of licensures/certification, if required*

Official documentation from all post-secondary institutions attended must be provided by the granting institution in the form of an official transcript with detail listings of course work completed and if applicable degree(s) conferred.

A transcript is considered official if an authorized electronic transcript is received from the National Student Clearinghouse transcript ordering service including the full record of the person's academic course history at that institution, or if it meets the following requirements:

- *Printed on official paper,*
- *Signed and dated by the issuing institutions Registrar*
- *The full record of the person's academic course history at that institution*
- *Delivered to and received by designated (or appropriate) COD staff member in a sealed envelope, with issuing institution's stamp and date across the sealed flap of the envelope (US post or hand delivery). If the envelope seal is already broken when received by the designated COD staff member, the document shall no longer be considered official.*

International credentials must be assessed as equivalent academic preparation by an approved evaluation service. Course work submitted by the faculty applicant as graduate credit must be clearly designated by the granting institution as part of a graduate program, or formally validated by the granting institution as graduate level study.

The cover page from the institution will serve as verification the document is official. The necessary documentation is routed to the division deans who will examine individual credential packets for compliance with the stated guidelines.

Approved packets will be routed to the Human Resource office as an official record. Human Resource staff members will add credential data to the appropriate data repository system(s) and file the credential packet in the individual's employee file.

Annual review of Dual Credit instructor's qualifications will be conducted by the Academic Affairs office of Academic Partnerships.

COD Instructor File Audit and Written Report

As required by the Compliance Recommendation, the College will conduct an audit of all dual credit instructor files and will provide ICCB with a written report on the outcome of that audit within 90 days of the ICCB Board Approved recognition report. In addition, in one year following the submission of the initial written audit report, the College will provide ICCB with a progress report concerning the alignment of dual credit faculty qualifications with ICCB Administrative Rules.

6a. Assessment Plans

College of DuPage is currently utilizing several tools in their review of assessment. For example, College of DuPage has in place a systematic process to assess student learning for each degree and certificate program. The college uses data from the Program Review to evaluate student learning outcomes. College of DuPage has a five-year cycle for course assessment, which allows each course to be assessed at least once during the ICCB Program Review cycle. The college's Program Review encompasses a component that addressing not only student learning outcomes, but requires faculty to report on the extent to which they systematically define program or disciplinary goals, objectives, and outcomes, as well as the instruments used for collecting data to demonstrate learning outcomes. In addition, the college uses data from Student Outcomes Assessment Projects to improve the quality of teaching and learning.

College of DuPage also has a similar assessment procedure for all faculty development. In 2016, the Academic Affairs Department offered an Assessment Academy comprised of six workshops, each focusing on different assessment topics. Through these workshops the college is able to continue to build professional development opportunities for faculty, which builds on assessment of student learning outcomes at the course, discipline, and program level.

Compliance Recommendation: None.

College response:

7a. Student Evaluations

College of DuPage has a well-defined system for evaluating and recording student performance in courses and programs. College of DuPage's Board Policy 20-125 requires the establishment and publication of minimum standards of academic achievement, as defined by grade point average, credits completed in relation to credits attempted, and satisfactory academic progress. The college also mandates that the College maintain and publish an equitable process for evaluating and recording student performance in compliance with accreditation standards. While there is not one prescribed procedure by which an instructor must follow for grading criteria, instructors are expected to demonstrate sound professional judgment in establishing such criteria for courses and for communicating those criteria to students through various written course materials including the course syllabus.

Compliance Recommendation: None.

College response:

8a. Faculty Qualifications/Polices

College of DuPage reported that all full- and part-time faculty for transfer-level courses are required to obtain a Master's Degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate level of experience in their field. According to the requisite Recognition standard, the college provided transcript evidence for 60 of the 61 requested full- and part-time faculty. The ICCB review of the 60 faculty transcripts provided by the college showed that nine faculty members were not qualified to teach 1.1 Transfer Courses. The college's review of faculty files is conducted in an annual audit by staff from Human Resources and Office of Research and Analytics. During this audit, the college will randomly select sample sizes from both full-time and part-time faculty personnel files from across all disciplines. The college states the process provides multiple review opportunities and allows staff to review the transcripts to determine the degree which the hiring process has resulted in faculty meetings the minimum requirements as outlined in the faculty contract are appropriate for the given year of the audit and are in compliance with the indicators of compliance as outlined by the ICCB.

In addition to reviewing faculty files, the college holds professional development trainings through the Teaching and Learning Center (TLC) for faculty and their Academic Affairs partners. The college also has individualized and group technology related faculty assistance through the TLC. The college does have the necessary procedures and requirements in place for determining faculty qualifications are aligned with ICCB Administrative Rules.

Compliance Recommendation: In order to be in compliance with ICCB Administrative Rule 1501.303(f), College of DuPage must:

1) ensure all faculty meet ICCB Administrative Rule 1501.303(f) and ICCB Recognition Standard 8a Faculty Qualifications/Policies which 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 2000 hours of demonstrated experience in the field.

Advisory Quality Recommendation: Full-time and part-time instructor files need to be audited to ensure proper documentation of instructor credentials. In the future, the college needs to continuously ensure that all faculty qualifications are aligned with ICCB Administrative Rules.

College response: Faculty members teaching in higher education should have completed a significant program of study in the discipline they will teach or develop curricula at least one level above that of courses being taught or developed. Those teaching general education courses (English, Math, Humanities, Speech, Social Sciences and Sciences) typically hold a master's degree and should have completed substantial graduate course work in the discipline of those courses. In some cases, such as a practice-oriented discipline or programs, tested experience in the field may be needed as much or more than formal education preparation. Tested experience implies that some objective measure ensures that the individual's knowledge and expertise are sufficient for determining what students must learn.

College of DuPage has set the following minimum standards for all faculty in accordance with ICCB Administrative Rule 1501.303(f):

f) Preparation of Professional Staff. 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. (Administrative Rules of the Illinois Community College Board, p. 31) <http://files.eric.ed.gov/fulltext/ED430661.pdf>

For Faculty and Adjunct Faculty, the college complies with the following ICCB rule:

3) Faculty and Staff

A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

B) The academic preparation and experience of the faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities. At a minimum, faculty shall have a degree from an institution accredited by a U.S. Department of Education recognized accrediting body or a degree from another country evaluated for U.S. equivalency in the discipline they will teach or for which they will develop curricula at least one level above that of the courses being taught or developed.

- i) Faculty providing undergraduate general education coursework shall possess, at a minimum, a master's degree in the field of instruction.*
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- iii) Faculty teaching in a baccalaureate degree program shall have, at a minimum, a master's degree in the field of instruction.*
- iv) Faculty teaching in a graduate program shall have a doctorate or terminal degree in the field of instruction.*
- v) Exceptions may be made by the Board for professional experience, equivalent training and other qualifications; however, except in extraordinary circumstances, these should prove the exception and not the rule in meeting faculty qualification requirements.*

(Illinois Community College Board – September 2016, p. 113)

From these guidelines College of DuPage has developed the following

interpretation:

- 1. Those teaching 1.1 for transfer courses, that is courses which may be used as college credit towards a four-year degree and/or are Illinois Articulation Initiative (IAI) identified courses) must have a master's degree in the content area, or a master's degree plus 18 semester hours of graduate level credit in the discipline of instruction.*
- 2. Those teaching 1.2 non-transfer occupational/technical courses must have a bachelor's degree in the field and/or a combination of education, training and tested experience.*
- 3. Individuals who do not explicitly meet college minimum degree and course work requirements for 1.2 occupational/technical (non-transfer) courses can be justified on an individual basis by documenting other qualifications.*

COD Credential Review Process

College of DuPage uses the following process to ensure that faculty credentials in all areas of instruction have been vetted and verified. Unofficial credentials are required at the time of application and must be uploaded into the college's applicant tracking system (Hiretouch) in a PDF format. Upon hire the faculty member is required to present official transcripts. The recruitment/new checklist form is attached to all new hire paper work and submitted to HR for processing. The form establishes a record of review of credentials submitted and is sent through a routing review sequence with the following documentation attached:

- Transcripts from all institutions of higher education awarding a degree and/or indicating applicable additional coursework*
- Documentation of relevant training and related testing, if required*
- Copies of licensures/certification, if required*

International credentials must be assessed as equivalent academic preparation by an approved evaluation service. Course work submitted by the faculty applicant as graduate credit must be clearly designated by the granting institution as part of a graduate program, or formally validated by the granting institution as graduate level study.

Official documentation from all post-secondary institutions attended must be provided by the granting institution in the form of an official transcript with detail listings of course work completed and if applicable degree(s) conferred.

A transcript is considered official if an authorized electronic transcript is received from the National Student Clearinghouse transcript ordering service including the full record of the person's academic course history at that institution or if it meets the following requirements:

- Printed on official paper*
- Signed and dated by the issuing institutions Registrar*
- The full record of the person's academic course history at that institution*

- *Delivered to and received by designated (or appropriate) COD staff member in a sealed envelope, with issuing institution's stamp and date across the sealed flap of the envelope (US post or hand delivery). If the envelope seal is already broken when received by the designated COD staff member, the document shall no longer be considered official.*

The cover page from the institution will serve as verification the document is official. The necessary documentation is routed to the division deans who will examine individual credential packets for compliance with the stated guidelines.

Approved packets will be routed to the Human Resource office as an official record. Human Resource staff members will add credential data to the appropriate data repository system(s) and file the credential packet in the individual's employee file.

The College will conduct an audit of all instructor to ensure they are aligned with ICCB Administrative Rules.

9a-c. Cooperative Agreements and Contracts

As part of College of DuPage's recognition review of cooperative agreements, the following items were reviewed: the college's self-assessment including accompanying documentation, a list of all current cooperative agreements including enactment dates, most recent revisions or amendments, other institutions entered into the agreement or contract, and the purpose. The college was requested to submit this information in a common template provided by ICCB. The college has numerous active cooperative agreements involving multiple institutions. Several of these agreements date back to the 1980's with no indication that this agreement has been revisited or revised.

In 2012, College of DuPage signed a Career Agreement with various community colleges, which resulted in no continued effort to develop cooperative agreements with neighboring community colleges. Since 2012, college staff stated that only two cooperative agreements have been developed by the college. One agreement was to allow students in the Graphic Design Technology program, which the college was closing, to finish out their degree at Harper College and the other is still in the process of being signed. Additionally, in 2016 the college decided to join the CAREERS, a comprehensive agreement that expands educational opportunities, which is a consortium with 27 other Illinois community colleges.

Compliance Recommendation: None.

Advisory Quality Recommendation: Pursuant to Section 1501.307 of the Administrative Rules, cooperative agreements are to be approved by the ICCB. However, the Board realizes that an approval process was not implemented or enforced for the system. Moving forward, all renewed and

original cooperative agreements must be approved by the Board. Please direct all cooperative agreements to the Academic Affairs division for approval.

College response: A Master Listing of all cooperative agreements is maintained by the Associate Vice President of Academic Affairs and retained in the Vice President of Academic Affairs office. This list was reviewed in 2015. The Associate Vice President of Academic Affairs reviews the list of programs available to district students on other campuses via cooperative agreement that is included in the Catalog. This was done prior to the most recent reprinting of the catalog for 2015-2017.

The Finance Department maintains a list of active cooperative agreements to use in determining tuition rates for out-of-district students enrolled in programs with cooperative agreements in place.

College will: 1) review all existing agreements included on the master list for currency and delete programs that are no longer viable; 2) identify the process for the maintenance of a master listing; 3) identify the process for communicating changes to the cooperative agreements to all affected departments including the relevant academic department, marketing, registration, finance and admissions; and 4) submitted all future cooperative agreements to ICCB for approval.

10a-c. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2016-2017 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. The College of DuPage's 2016-2017 Academic Calendar includes 16 weeks with 75 full days of instruction for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. Other academic years reviewed (i.e. 2013-2014 and 2014-2015) included a semester with 76 full days of instruction. College of DuPage has built in multiple days throughout the semester in the event classes are to be made up after a school day closure or cancellation. The current academic calendar and policies conform to ICCB Administrative Rules, Section 1501.303.

Compliance Recommendation: None.

College response:

11a-e. Program Review

After reviewing College of DuPage's program review process and submissions over the last five years, all instructional programs have been reviewed utilizing a systemic, 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 annual review cycle. The college has partnered with other learning institutions and high schools to develop curriculums for easy transition. College of DuPage has utilized testing and data sources to allocate resources and determine program success that will help them react to enrollment and industry trends. The college maintains Program Review and General Education Assessment teams and sites, which are accessible through the employee portal. This site provides information on past reports, as well as valuable information and resources for best practices. The college also utilizes these teams to engage in an annual review of general education outcomes to ensure that all programs are aligned with the eight general education outcomes. Systematic improvements based the evaluation over the last five years are noted in the self-assessment submitted by the college.

No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

Compliance Recommendation: None.

College response:

2. STUDENT SERVICES/ACADEMIC SUPPORT

1a-d. Student Services/Academic Support.

Part A: Advising and Counseling.

College of DuPage offers a comprehensive set of advising and counseling services. Available services are detailed on the college website and in a variety of printed materials. The college provides services in multiple locations and outside normal business hours to meet the needs of students. Counselors complete training to ensure effectiveness. Counseling assists students in developing their academic, career and personal goals. Counselors work with undecided students to guide them in career exploration, decision making and educational planning. The New Student Orientation helps students and their families get acclimated to campus life.

Compliance Recommendation: None.

College response:

Part B: Financial Aid.

The Office of Student Financial Assistance provides effective financial aid support to students. The office uses a number of communication strategies to ensure students get needed information. The office offers financial literacy training to assist students and parents in decision making in collaboration with the Office of Admissions & Outreach. The office also collaborates with DuPage County agencies to provide information sessions for teen/parent groups, rehabilitation

centers, and low income programs. The college offers a “Life Happens!” capstone program to help students understand financial information through various stages of life. The college offers information on the Federal Work Study Program and various scholarship opportunities.

Compliance Recommendation: None.

College response:

Part C: Placement.

Career Services acts as a link between job seeking students and alumni and the business community. Career Services provides a variety of resources to help individuals develop short and long-term career goals. The department provides training and assistance in completing applications, developing resumes, and preparing for interviews. The department provides assistance with internship and job search strategies. It also helps employers with recruiting efforts through the Chaps Get Hired online tool, classroom visits, and career fairs.

Compliance Recommendation: None.

College response:

Part D: Support Services.

The college offers a variety of services including tutoring, testing, disabilities services, and veterans’ services. A Veterans Lounge is available for veteran students. The college developed the Mission to Succeed Seminar to facilitate academic success for veterans. A Future Service Member Education Day was developed to aid high school students in understanding how to attain a college education while serving in the Armed Forces. The Bridges to Employment program brings together business and public sector leaders to discuss the strengths veterans bring to their future careers.

The college’s Access and Accommodation Center provides a wide range of assistance for persons with disabilities. Center staff participates in college outreach events to discuss available services to potential incoming students with accommodation needs. The center conducts disability awareness workshops and offers a Living Leadership program to educate student leaders on campus. The center coordinates with the Teaching and Learning Center to offer faculty workshops on best practices and reasonable accommodations for students with disabilities.

The college has developed specific outreach programs to extend diversity on campus and recruitment of persons of color. The Latino Outreach Center and The

Center for Student Diversity and Inclusion coordinate to engage underrepresented populations, grow enrollments, and foster student success. College and career readiness fairs, mentoring programs, and calling campaigns are utilized to assist students with awareness, readiness, and enrollment.

Compliance Recommendation: None.

College response:

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in early December 2016. 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 2014, fall 2014, and spring 2015 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, and supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Midterm Certification System

For the recognition period tested, college credit hour submissions to ICCB were in a made timely manner. The college has an electronic signature process for midterm certifications by the instructors. Information necessary for the efficient and effective evaluation of the claims process was provided on the electronic midterms reviewed during the visit. All instructors (within the sample) for SU courses were funded with more than 50 percent unrestricted funds and submitted accurately with the exception of two. It was identified that Fire 2276 did not meet **110 ILCS 805/2-16.02** and were not eligible for reimbursement. In order to be eligible for reimbursement the district must pay 50% or more of the program costs. Collecting tuition/fees and then passing through those funds to a contracted entity that teaches the course may be allowable for earning non-reimbursable credit hours but not reimbursable credit hours.

Compliance Recommendation: In order to be in compliance with ICCB Administrative Rule 110 ILCS 805/2-16.02, College of DuPage must:

- 1) **evaluate any other class offerings, in addition to Fire 2276, and determine which offerings do not meet statutory requirements and**
- 2) **modify policies and procedures to ensure only eligible classes are submitted on the ICCB credit hour claim submission in the future.**

College response: We agree that the college did not pay more than 50% of the cost of delivering Fire 2276 to outside entities: hospitals. While the delivery of the course was overseen by college staff employees, the majority of the cost of the course was indeed received in tuition and fees and, in turn, paid to partnering hospitals.

110 ILCS 805/2-16.02 states, "Courses that are eligible for reimbursement are those courses for which the district pays 50% or more of the program costs from unrestricted revenue sources." The costs of delivering Fire 2276 were paid with unrestricted revenue sources (as the term "unrestricted revenue sources" is defined in the law). However, we note that the state law does not define the term "program cost." We believe that the ICCB's interpretation of the term "program cost" is reasonable in the assessment of Fire 2276. Consequently, the college will not seek reimbursement for costs associated with Fire 2276 in the future. However, we note that other costs associated with a course's delivery could be construed as program costs. For example, the costs of services provided by college administrators and support staff that are connected with the delivery of a course could be considered program costs. Consequently, we recommend that the ICCB promulgate a regulation to clearly define the term "program cost" so as to reduce the potential for misunderstanding.

Student Residency

Based on the review of residency records, College of DuPage 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.

College response:

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 automated using programming logic and appears to be working as it should.

Compliance Recommendation: None.

College response:

2. Financial Planning

College of DuPage indicated they involve budget officers and departments in the annual budget development process, which includes a five year financial plan. The college also incorporates capital needs and strategic planning initiatives into the planning and budgeting process. The budget process, strategic planning efforts, and capital needs analysis done by the college uses feedback from various constituent groups, which includes various departments throughout the college, faculty, staff, students, and the Board. The Board receives quarterly financial and tracking reports.

Revenues, expenditures, and operating fund balances for 2011 through 2015 were examined. On average, the college receives eight percent of its revenues from ICCB grants compared to 16 percent on a statewide basis. Student tuition and local property taxes provide 45 percent and 47 percent, respectively, compared to 40 percent and 42 percent statewide. The five-year average of salaries and benefits represents 76 percent of college expenditures, which is consistent with the statewide percentage. Operating fund balances (education, operations and maintenance funds) averaged \$131.4 million over the last five years compared to the statewide average of \$17.8 million. The college's fund balances are above the statewide average and increased 118 percent during the five-year period reviewed. Statewide, the growth in fund balances during the same time period was less than one percent. The college's increase occurred in both the Education Fund and Operations and Maintenance Fund.

The college's operating fund balance to expenditures ratio over the five years in review are 87.4 percent. The statewide ratio is 40 percent. This ratio represents the amount of fund balance in reserve to pay operating expenditures. A higher ratio reflects more funds in reserve. A lower ratio reflects fewer funds in reserve. Another ratio used to determine financial stability is the college's fund balance to revenue. Over the five years in review, the colleges ratio was 75 percent compared to the statewide ratio of 37 percent. The higher the ratio the more fund balance available to compensate for revenue reductions. The college's expenditures to revenue ratio over the five years were .86 percent compared to the statewide ratio of .93 percent. Ratios over one indicate expenditures in excess of revenues and more of a reliance on fund balance whereas a ratio of less than one indicates revenues in excess of expenditures and less of a reliance on fund balance. The college's fund balance to expenditures ratio trended at a 112 percent increase since the last recognition evaluation in 2012, while the statewide ratio increase was five percent. The college's fund balance to revenue ratio increased 105 percent, while the statewide ratio increased 30 percent. The expenditure to revenue ratio trend for the college an eight percent decrease and statewide trends decreased by one percent.

Compliance Recommendation: None.

College response:

3. Financial Compliance

Part A: Annual External Audit.

The annual external audits for fiscal years 2011 through 2015 were reviewed. They were submitted to the ICCB timely with all of the required information.

Compliance Recommendation: None.

College response:

4a-c. 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. ICCB Rule 1501.602 “Approval of Capital Projects” is being eliminated through the JCAR rules process.

ICCB rules require the college to complete statements of final costs on each approved project (regardless of funding source) and will continue to collect these statements on projects previously approved by the ICCB. There have been seven projects reported as completed since fiscal year 2013 and a statement of final cost/completion has been submitted for all of the seven projects. The ICCB Administrative Rule 1501.605 requires the college to seek ICCB approval of a revised budget if the project completion costs will exceed the original approved budget by five percent or more. Project completion costs could change if bids received are higher than originally estimated on change orders for projects that are made subsequent to awarding contracts.

Of the seven statements of final cost/completion submitted to ICCB, no projects exceeded the approved budget. This indicates the college has good controls in place to monitor project costs. Also, this demonstrates the understanding of the ICCB approval rules by the college. The college did report that during their review they found two projects (the Addison Cosmetology remodeling project and the Naperville Renovation project) that should have been submitted to ICCB for approval but were not due to oversight or misunderstanding about ICCB requirements. With these exceptions, the college has demonstrated an understanding and ability to seek ICCB approval for projects in accordance with rules in place during this time.

ICCB Rule 1501.602c requires an updated Facilities Master Plan (FMP) be filed with the ICCB every five years on the year that the college undergoes a recognition visit. It should be updated when a project is completed or added to the plan. The

FMP should be updated when a project is completed or added to the plan. The district submitted their 2016 FMP with their self-study.

Compliance Recommendation: None.

College response:

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 College of DuPage 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.

College response:

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 year 2012 through FY2016 submissions were generally not made in a timely or accurate manner. During ICCB's review of the F3, F6, B3, & R3 records submitted, it was noted that the college struggled to maintain accurate and timely reporting. The FY2016 data was submitted before the due date and from ICCB's initial review appears to be more accurate than previous submissions. FY2015 was submitted 200 days past the submission deadline and FY2013 was submitted 300 days past the deadline. The FY2014 data was found to never be submitted, which caused the ICCB to use the prior year's data as a proxy to publish in the annual ICCB Data and Characteristics Manual for that fiscal year. Numerous errors have also appeared on the June 30th edit reports due to the college modifying data to reflect new construction and remodeling. Since College of DuPage's 2012 Recognition visit, the college appears to be making improvement in their reporting, which is signaled by the steps taken by the college to correct their June 30th report.

ICCB staff has provided technical assistance when requested by the college. The technical assistance provided help with identifying and proposing solutions for correcting errors on the edited reports. College staff indicated that within the next year the college plans to reassign responsibility for the facility data reporting and accuracy to the Office of Facilities Planning and Development.

Compliance Recommendation: In order to be in compliance with ICCB Administrative Rule 1501.510(f), College of DuPage must:

- 1) **dedicate appropriate time and resources to ensure staff familiarity with facility data reporting requirements,**
- 2) **ensure appropriate collaboration between college departments for gathering, providing and submitting the facilities data to the ICCB annually,**
- 3) **review the ICCB generated reports for accuracy, and**
- 4) **compare changes in data from year to year for reasonableness before submitting the data file to the ICCB.**

College response: In the past, the Office of Research and Analytics was responsible for maintaining and submitting the Facilities data (F3, F6, B3, R3) submissions. After reviewing and analyzing the process, it was determined that a more effective and efficient process would be for the Office of Facilities Planning and Development to manage this process and submit the data directly to ICCB.

Therefore, in the months following the submission of the COD Recognition Self-Study, the Office of Research and Analytics will transition the responsibility for tracking, reconciling and submitting Facilities data (F3, F6, B3, R3) to the Office of Facilities Planning and Development.

As a part of this transition, the Office of Facilities Planning and Development will implement a regular cycle for inventorying all College-owned buildings and space leased by the College. The Office of Facilities Planning and Development will also validate room use, suitability, square footage data on file and building total square footage.

In order to ensure compliance, the Office of Facilities Planning and Development will maintain a check list of the required ICCB data submissions for Facilities data (F3, F6, B3, R3) together with their respective due dates, and regularly reviews facilities information in order to maintain accuracy of the information submitted.

Square footage of planned construction and owned land

The fiscal year 2012 through 2016 submissions were reviewed. For the period reviewed, the only significant reported change in owned acreage was in FY2013 reports (7/1/12), which showed a reduction of nearly 36 acres. College staff stated that this was a correction for previously reported, incorrect data, which was discovered when the college had the land surveyed. The allocation of owned acreage did change in three other years, but the changes correlate to projects resulting in changes in use of existing acreage (new construction and demolition of old buildings). Even though shifts between the classifications of total owned acreage may occur due to ongoing construction, the total owned acreage should not change unless new property is acquired or existing property is sold. During the five year period, the college did periodically report estimates of new gross square footage planned or under construction which seemed to have a correlation to

specific projects approved by the ICCB such as, more recently, the Homeland Security Training Center.

Compliance Recommendation: None.

College response:

Project status reports

The fiscal year 2012 to 2016 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.

College response:

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2013 through 2017 were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

College response:

Course Resource Data (ICCB S6/S7 Reports)

The fiscal year 2011 through 2015 submissions were reviewed. All years reviewed were submitted on the due dates. The S6/S7 data are used in conjunction with the facility data (F3, F6, B3, & R3 records) to calculate room utilization as reflected in the C14 report. Facility, building, and room identifiers used in the S6/S7 reporting should be the same as those used in the facilities data (F3, F6, B3, & R3) reporting. The C14 report (Utilization for Classroom Facilities and Laboratory Facilities) does reflect utilization rates for the years reviewed. This is an indication that the location codes used in the S6 and S7 data do match the facility, building, and room identifier codes used in the facilities data reported (F3, F6, B3, & R3 records).

Data records are submitted for approximately 2,200 classrooms and labs each fall in the S6 submission. This number should correspond to the number of SU/SR records in the fall that use classroom space. The number should correspond to the number of SU/SR records in the fall that use classroom space; however, this number did not correspond to the number of SU/SR records, which are usually over 4,000 records. When this occurs the number of SU/SR records exceeds the number of S6 records. This may be an indication that the college does not submit an S6 for certain course sections listed on the fall SU/SR claim. The college should submit a corresponding S6 record for every fall SU/SR record that requires

seat space. Online classes taken by students at home do not require an S6 record.

Compliance Recommendation: None.

Advisory Quality Recommendation: It is recommended that the college review the discrepancy in record counts between the fall SU/SR credit hour claim submission and the S6/S7 data submitted to ensure a corresponding S6 record is submitted for each SU/SR course section that requires seat space.

College response: The College's Office of Research and Analytics will compare recent instances of the S6/S7 report to the matching SU/SR reports, to identify sections omitted from the report and verify that those omissions conform to the report specifications in the ICCB MIS Manual. Where they do not, the Research office will work with the College's IT staff to modify the S6/S7 extract report.

4. INSTITUTIONAL RESEARCH/REPORTING

1a-c. General Reporting Requirements.

(Focused finance items are covered in Section 4a Part C.) The latest five years of Illinois Community College Board (ICCB) data submissions by College of DuPage were reviewed - generally this includes fiscal years 2012-2016 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date on which a submission is finalized, 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 becoming increasingly 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. The potential for IPEDS federal fines totals \$385,000 per institution in the event that Fall, Winter and Spring submissions are not locked by colleges by their respective due dates. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIA 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.

College of DuPage staff has been successful in meeting federal submission time

lines over the past five fiscal years. Over the last five years, College of DuPage officials have met ICCB deadlines for most submissions. Overall, the 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 very good over the timeframe of the study. Final A1 submissions have not contained any critical errors in all of the five years reviewed. College of DuPage A1 submission did not contain any critical errors in all of the five years reported. College of DuPage's final A1 submission met the deadline in one of the last five years reported; the FY2016 submission was finalized one month late, the FY2015 submission was ten weeks late, the FY2014 submission was five weeks late, and the FY2013 submission was finalized nearly two months past the reporting deadline. The submissions took between two and seven 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. About one-fourth of records are unknown for Entry Intent and Current Intent. The proportion of unknown Entry Intent and Current Intent has been increasing each year over the last five years from about twenty-five percent in FY2012 to nearly thirty percent in FY2016.

Coverage of Entry Intent and Current Intent is an area for further improvement. The proportion of unknown Highest Degree Previously Earned has also been increasing each year over the last five years from about seven percent in FY2012 to nearly 20 percent in FY2016. 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 have also been finalized prior to the reporting deadline in one of five fiscal years reviewed; the FY2016 submission was finalized nearly two months late, the FY2015 submission was half a month late, the FY2014 submission was eight days late, and the FY2013 submission was finalized nearly one month past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. College of DuPage met the reporting deadline in one of the two years reviewed. The number of submissions needed to finalize the data ranged from three to four, and there were no critical errors in the final submissions. Coverage of Race/Ethnicity has been very good with less than three percent of records with unknown Race/Ethnicity in the latest submission. 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. College of DuPage has met the reporting deadline in one of the five years reviewed; the FY2016, FY2015, FY2014, and FY2013 submissions were finalized between one and 38 days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to two during the five fiscal years reviewed and there were no critical errors in the final submissions.

The **Fall Enrollment (E1)** data submission's timeliness has not met the reporting deadline in any of the past five years; the FY2016 submission was finalized about six weeks late, the FY2015 submission was about five months late, the FY2014 submission was five weeks late, and the FY2013 and FY2012 submissions were finalized eleven days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six during the five years reviewed. There were no critical errors in five of the five years reviewed. The **Fall Enrollment Survey** has been finalized after the reporting deadline in two of the last five fiscal years. There has been consistency between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. College of DuPage data submissions met the reporting deadline in one of the last five fiscal years; the FY2016 submission was finalized five days late, the FY2014 submission was ten days late, the FY2013 submission was three and one-half weeks late and the FY2012 submission was finalized nearly one week past the reporting deadline. The final submissions had no critical errors in any of the five years reviewed. Coverage of Age has been excellent in the five years reviewed with fewer than three percent of records having unknown age. Coverage of race/ethnicity is an area of further improvement as race/ethnicity is unknown in about one-half of the records in each of the last five years reviewed. The proportion of unknown Highest Degree Previously Earned variable has been increasing each year from FY2012 and reached forty-four percent in FY2016.

The **Annual Course (AC)** data submission began in fiscal year 2011. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. College of DuPage has met the reporting deadline in two of the four years reviewed; the FY2016 and FY2015 submissions were finalized eight and seven days late, respectively. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions. 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.

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, finalizing half a month late in FY2016 and ten days late in FY2015. **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 **Winter Quarter/Spring Semester Term Enrollment Survey** has been submitted on time for each of the past five fiscal years.

The final **Career and Technical Education Follow-up Study (FS)** submissions met the reporting deadline in three of the last five fiscal years, finalizing two days late in FY2015 and one month and half late in FY2014. There were no critical errors in two of the five submissions reviewed. The response rate met the ICCB minimum standard in four of the five submissions reviewed: 2015 (50.41 percent), 2014 (51.47 percent), 2013 (57.30 percent), and 2012 (50.09 percent).

Part B. Faculty/Staff Data Submissions.

The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in two of the past five fiscal years; the FY2014 submission was finalized about two weeks late and the FY2013 and FY2012 submissions were finalized two days past the reporting deadline. The number of submissions required to finalize these data ranged from two to five. The **Faculty, Staff and Salary (C2)** electronic data submission met the reporting deadline in none of the past five fiscal years; the submissions were finalized between seven and thirty-five days past the reporting deadline. 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 FY2012 submission was finalized one day past the reporting deadline.

The **Annual Faculty, Staff and Salary (C3)** data submission began in fiscal year 2010. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. College of DuPage met the submission deadline in none of the past four years reviewed; the submissions were finalized between two and four weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from four to thirteen. 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. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. College of DuPage met the reporting deadline in the years reviewed for three of the four surveys; the Bilingual Needs and Bilingual Pay Survey was finalized nearly one month late in FY2013. 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 five 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.

Advisory Quality Recommendation: Most data submissions have been timely, accurate, and complete. The ICCB appreciates this and looks forward to continued timely, accurate, and complete data submissions from College of DuPage. Focused efforts are recommended to improve the timeliness of several submissions, including the Noncredit Course Enrollment Data (N1), Annual Enrollment and Completion Data (A1), Annual Student Identification (ID), Fall Term Enrollment Data (E1), and Annual Faculty Staff & Salary Data (C3).

College response: The College will continue its efforts to improve the timeliness of data reporting.

The College's Office of Research & Analytics (ORA) will make an effort to cross train additional staff in the ICCB student data submissions procedures.

The College will investigate if the Colleague student information system can be modified to eliminate missing/inaccurate student information.

To make sure that our system keeps up with the changes in the MIS manual, we have a process to flow tickets to Information Technology for system updates so that the system will output the most accurate data possible.

We run validation data in the form of error testing report that gets circulated for correction internally. Most of our data comes from the crystal reporting system maintained by Information Technology. The ORA has a communication channel directly with the programmers who can quickly react to changes necessary. Human Resource reporting staff has documented the procedures to generate a series of compliance reports and maintained the documentation over time. The HR manager is well aware of the peak time of reporting and coordinated proactively to allow

report staff more time on the reporting.

College of DuPage (502) - Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission – (07/15)*	07/20/15	07/14/14	07/25/13	08/20/12	07/21/11
# Submissions to Final	2	2	2	3	2
Timeliness	5 days late	on time	10 days late	24 days late	6 days late
Duplicated Head Count	9993	9329	10604	10298	9334
Unduplicated Head Count	7431	7052	7392	7194	6507
# Error Codes in Final Submission	2	2	2	2	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.93 percent	0.22 percent	0.22 percent	2.35 percent	42.53 percent
% Unknown Age in Final Submission no value or .	0.68 percent	0.04 percent	0.03 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	2.21 percent	1.53 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	55.22 percent	56.74 percent	58.92 percent	52.15 percent	43.33 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	43.54 percent	43.53 percent	32.73 percent	10.30 percent	10.03 percent

*Due 07/27 in FY13

**From Item 30 starting in the FY13 (FY12 data) collection; from Item 9 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission – (08/01)*	09/02/15	10/10/14	09/05/13	09/26/12	08/02/11
# Submissions to Final	4	7	5	6	2

Timeliness	30 days late	70 days late	35 days late	56 days late	on time
Head Count (total incl. 0 hrs enroll.)	47860	47256	47248	46517	48155
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	5	5	2	6
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.07 percent	0.01 percent	0.26 percent	0.36 percent	1.29 percent
% 0 Cumulative GPA in Final Sub.	16.76 percent	17.41 percent	16.30 percent	16.74 percent	17.77 percent
% 0 Cumulative Hours in Final Sub.	14.24 percent	14.47 percent	15.63 percent	16.21 percent	6.19 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	29.07 percent	27.62 percent	26.47 percent	25.99 percent	25.52 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	28.49 percent	27.63 percent	26.12 percent	25.58 percent	25.26 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	19.24 percent	17.56 percent	15.83 percent	15.13 percent	7.15 percent
% Unknown HS Rank in Final Sub.	100.00 percent	100.00 percent	100.00 percent	100.00 percent	100.00 percent

*Due 08/03 in FY16; 08/15 in FY12

Annual Completions Data (A2)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year of Data	2015	2014	2013	2012	2011
Final Submission – (09/01)**	09/02/15	08/19/14	N/A*	N/A*	N/C
# Submissions to Final	4	3	N/A*	N/A*	N/C
Timeliness	1 day late	on time	N/A*	N/A*	N/C

Record Count (duplicate completions)	7509	6445	N/A*	N/A*	N/C
Total Number of Completions from A1	7433	6358	N/A*	N/A*	N/C
More Completions on A2 than on A1 or Equal Number	Yes	Yes	N/A*	N/A*	N/C
# Error Codes in Final Submission	1	1	N/A*	N/A*	N/C
# Critical Errors in Final Submission	0	0	N/A*	N/A*	N/C
% Records with Errors in Final Sub.	0.01 percent	0.02 percent	N/A*	N/A*	N/C
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	N/A*	N/A*	N/C
% Unknown Ethnicity in Final unknown	2.49 percent	2.61 percent	N/A*	N/A*	N/C

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.

**Due 09/02 in FY15

Annual Student ID Submission (ID)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission (09/01)*	10/22/15	09/18/14	09/11/13	10/02/12	08/23/11
# Submissions to Final	2	3	2	3	1
Timeliness – Data Due	51 days late	16 days late	8 days late	28 days late	on time
Head Count in Final Submission	47860	47256	47248	46517	48155
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	4	1	1
# Critical Errors in Final Submission	0	0	0	0	0

*Due 09/02 in FY15; 09/03 in FY14; 09/04 in FY13

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission (09/01)*	09/02/15	10/10/14	09/09/13	09/19/12	09/01/11
# Submissions to Final	2	2	1	2	2

Timeliness – Data Due	1 day late	38 days late	6 days late	15 days late	on time
Head Count in Final Submission	1822	1774	1359	1360	1290
# Error Codes in Final Submission	0	0	0	0	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	0.00 percent	0.07 percent

*Due 09/02 in FY15; 09/03 in FY14; 09/04 in FY13

Annual Course Data (AC)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission – (09/01)**	09/09/15	11/24/14	11/15/13	11/02/12	N/A*
# Submissions to Final	2	3	1	1	N/A*
Timeliness	8 days late	7 days late	on time	on time	N/A*
# Error Codes in Final Submission	1	1	2	1	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.01 percent	0.01 percent	0.07 percent	0.09 percent	N/A*
% Dual Credit in Final	4.32 percent	3.86 percent	2.85 percent	11.80 percent	N/A*
% Remedial (PCS 14) in Final	6.16 percent	6.55 percent	5.83 percent	24.48 percent	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.

**Due 11/17 in FY15; 11/15 in FY14; 11/15 in FY13

***Began collecting all credit courses in FY14. Prior to that only dual credit and math and English courses were collected.

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2016	2015	2014	2013	2012
Final Submission – (10/01)*	11/13/15	03/04/15	11/05/13	10/12/12	10/14/11
# Submissions to Final	3	4	6	4	5
Timeliness	43 days late	154 days late	35 days late	11 days late	11 days late
Head Count in Final Submission	28678	29476	28627	26156	26209
Discrepancy between E1 & Survey	0	0	0	0	0

# Error Codes in Final Submission	5	2	4	4	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.55 percent	0.67 percent	0.39 percent	0.30 percent	0.37 percent
Current Intent Coverage in Final Sub % coded as unknown	24.53 percent	24.02 percent	21.96 percent	17.84 percent	38.20 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	100.00 percent	100.00 percent	100.00 percent	100.00 percent	100.00 percent

*Due 10/03 in FY12

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2016	2015	2014	2013	2012
Final Submission – (10/01)*	09/16/15	10/03/14	09/18/13	10/03/12	09/14/11
Timeliness	on time	2 days late	on time	2 days late	on time
Head Count	28678	29476	28627	26156	26209
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/03 in FY12

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2016	2015	2014	2013	2012
Final Submission – (10/15)*	10/14/15	10/02/14	10/30/13	10/17/12	10/19/11
# Submissions to Final	3	2	5	4	4
Timeliness	on time	on time	15 days late	2 days late	2 days late
# Error Codes in Final Submission	2	2	3	2	2
# Critical Errors in Final Submission	2	2	3	2	2
% Records with Errors in Final Sub.	13.25 percent	12.88 percent	12.55 percent	14.05 percent	14.13 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.04 percent	0.00 percent

*Due 10/17 in FY12

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2016	2015	2014	2013	2012
Final Submission – (10/15)*	10/23/15	10/28/14	11/19/13	10/22/12	11/07/11
# Submissions to Final	4	5	5	8	5
Timeliness	8 days late	13 days late	35 days late	7 days late	21 days late

*Due 10/17 in FY12

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2016	2015	2014	2013	2012
Final Submission – (10/15)*	10/13/15	10/14/14	10/15/13	10/15/12	10/18/11
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	1 day late

*Due 10/17 in FY12

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission (11/01)*	11/20/15	11/13/14	11/27/13	12/03/12	11/17/11
Timeliness	18 days late	10 days late	on time	on time	on time

*Due 11/02 in FY16; 11/03 in FY15; 12/02 in FY14; 12/03 in FY13; 12/01 in FY12

Winter Quarter/Spring Semester Term Enrollment Survey

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2016	2015	2014	2013	2012
Final Submission (02/15)*	02/11/16	01/29/15	02/06/14	01/28/13	01/31/12
Timeliness	on time	on time	on time	on time	on time

*Due 02/17 in FY15; 02/17 in FY14; 02/10 in FY12

African American Employment Plan Survey

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission Varies See Note**	02/04/16	01/30/15	03/05/14	02/18/13	N/A*

Timeliness	on time	on time	on time	on time	N/A*
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*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.

**Due: 02/05 in FY16; 02/02 in FY15; 03/05 in FY14; 02/18 in FY13

Asian American Employment Plan Survey

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission Varies See Note**	02/04/16	01/30/15	N/A*	N/A*	N/C
Timeliness	on time	on time	N/A*	N/A*	N/C

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.

**Due: 02/05 in FY16; 02/02 in FY15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission Varies See Note**	02/04/16	01/30/15	03/05/14	03/15/13	N/A*
Timeliness	on time	on time	on time	25 days late	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.

**Due: 02/05 in FY16; 02/02 in FY15; 03/05 in FY14; 02/18 in FY13

Hispanic Employment Plan Survey

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission Varies See Note**	02/04/16	01/30/15	03/05/14	02/18/13	N/A*
Timeliness	on time	on time	on time	on time	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.

**Due: 02/05 in FY16; 02/02 in FY15; 03/05 in FY14; 02/18 in FY13

Underrepresented Groups Report

Fiscal Year Collected	2016	2015	2014	2013	2012
Fiscal Year <i>of Data</i>	2015	2014	2013	2012	2011
Final Submission Varies See Note*	03/10/16	01/31/15	02/20/14	02/28/13	06/21/12
Timeliness	on time	on time	on time	on time	on time

*Due: 03/11 in FY16; 02/02 in FY15; 02/21 in FY14; 02/28 in FY13; 06/25 in FY12

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2015	2014	2013	2012	2011
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<i>Fiscal Year of Data</i>	2014	2013	2012	2011	2010
Final Submission – (5/30)*	06/03/15	07/14/14	06/06/13	05/29/12	05/27/11
# Submissions to Final	1	2	1	1	2
Timeliness	2 days late	45 days late	on time	on time	on time
# Error Codes in Final Submission	6	3	6	5	7
# Critical Errors in Final Submission	2	0	2	0	1
% Records with Errors in Final Sub.	6.09 percent	4.28 percent	3.78 percent	7.54 percent	4.95 percent
Response Rate (PBIS)	50.41 percent	51.47 percent	57.30 percent	50.09 percent	49.06 percent
Met Minimum Response Rate**	Yes	Yes	Yes	Yes	No

*Due 06/01 in FY15; Adjusted to 6/17 due to ICCB internal technology update in FY13; 05/31 in FY11

** 50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2015	2014	2013	2012	2011
<i>Fiscal Year of Data</i>	2015	2014	2013	2012	2011
Final Submission – (6/15)***	07/13/15	07/10/14	07/01/13	07/11/12	N/A*
# Submissions to Final	8	4	6	13	N/A*
Timeliness	28 days late	24 days late	14 days late	26 days late	N/A*
# Error Codes in Final Submission	2	1	1	1	N/A*
# Critical Errors in Final Submission	1	1	1	1	N/A*
% Records with Errors in Final Sub.	8.82 percent	8.56 percent	7.91 percent	8.64 percent	N/A*
% Unknown Ethnicity** in Final no value or .	0.00 percent	0.00 percent	N/A**	N/A**	N/A*
% Unknown Ethnicity** in Final unknown	2.55 percent	1.83 percent	N/A**	N/A**	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.

**Frequency report developed in FY14. Only edit report available prior to this and this is not captured on edit report.

***Due 06/16 in FY14; 06/17 in FY13

Note: N/A = Not Applicable; N/C = Data Not Collected; DNA = Data Not Available