

ILLINOIS COMMUNITY COLLEGE BOARD

RECOGNITION MANUAL

**for the Illinois Public Community College Districts
FISCAL YEARS 2011-2015**



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FOR THE
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FISCAL YEARS 2011-2015**

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Illinois Community College Board

RECOGNITION MANUAL

INTRODUCTION

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board (Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with these standards. All colleges are evaluated on a select number of standards during the same five-year cycle.

ICCB staff makes an assessment on each individual standard and on a global basis. On individual standards, colleges are identified as either in compliance or not in compliance. Recommendations are either mandatory when a college is out of compliance or otherwise advisory. On an overall basis, 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 time period.

Standards identified for focused review during the fiscal years 2011 through 2015 cycle will be selected from the following broad categories:

Instruction
Student Services/Academic Support
Finance/Facilities
Accountability

Version updates to this manual will be implemented if any changes occur to the Administrative Code by the State of Illinois Joint Committee on Administrative Rules

Version 1.1

OBJECTIVES OF THE RECOGNITION EVALUATION

The following are the objectives of the ICCB recognition evaluation process:

1. Determine district compliance with standards established by the Public Community College Act and ICCB Administrative Rules.
2. Provide assistance to districts in achieving compliance with the Act and Administrative Rules.
3. Identify issues which may be of concern to the community college system and gather basic data about these issues.
4. Identify exemplary district practices/programs that can be shared with other districts.

THE RECOGNITION PROCESS

The recognition evaluation process takes advantage of the substantial amounts of information that the colleges provide to the Board on a routine basis. Evaluations include quality indicators in addition to standards that are strictly compliance-oriented. If issues arise during the ICCB staff's office evaluation that cannot be resolved through off-site contact with the college, a visit to the college concurrent with the credit hour claims audit visit will be arranged to view materials available on campus and/or to discuss issues with college personnel.

Application. Each district is required to submit an application for recognition in accordance with the provisions of Section 2-15 of the Act. The application should include a letter from the local board of trustees (or designee) requesting the ICCB to assign a status of "recognition continued" to the district. The application letter should be received within 90 days after official notification from the Illinois Community College Board. See Appendix D for full instructions on the application process.

Scope. Each full recognition evaluation will focus on the standards identified in Appendix C. These selected standards will be the central focus of (1) the district's self-evaluation submitted as a part of the application for recognition and (2) the ICCB evaluation. While the focus of the recognition evaluation will be on selected standards, the district is responsible for compliance with all ICCB standards. Standards other than those selected for focus may be addressed by ICCB staff during the recognition evaluation or at other times during the year.

Provisions. On an overall basis, there are three categories of recognition status:

Recognition Manual
Fiscal Years 2011-2015

Recognition Continued - The district generally meets ICCB standards. A district which has been granted a status of “recognition continued” will be entitled to receive ICCB grants for which it is otherwise entitled and eligible.

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

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

Action. Recognition is considered to be continuous unless action is taken to interrupt it. The ICCB will act on the recognition status of each district at a meeting subsequent to the ICCB recognition report being received. A district which previously has not been granted a recognition status by the ICCB may apply for a recognition status at any time. A district which has the status of “recognition continued” shall apply for continuation of that status by July 1 of the year in which the recognition evaluation is scheduled.

Evaluation. ICCB staff will conduct an in-depth evaluation of each district at least once every five years. See Appendix B for the fiscal years 2011-2015 schedule. This evaluation will be conducted by ICCB staff based on internal ICCB documents. Possible on-site visits, including a required credit hour claims audit visit will be scheduled. The district shall receive a draft report of the evaluation findings and is asked to respond to the findings within 30 days of receipt of the draft report. A final report will be presented to the ICCB at its next regularly scheduled meeting and will include the district’s responses to the draft report’s findings. Accompanying the final report will be the staff’s recommendation for recognition.

Review and Appeal. The ICCB may place a district on a “recognition interrupted” status for failure to meet ICCB standards after being assigned a status of “recognition continued-with conditions” and receiving a follow-up evaluation if the district has not resolved the conditions within the stated time allowed. Any district whose recognition is interrupted may file a written request with the ICCB for a hearing on the decision in accordance with ICCB Rule 1501.110.

Appendix A

APPLICABLE STATUTES - RECOGNITION

Sections 2-12 and 2-15 of the Public Community College Act provide the bases for recognition:

2-12. The State Board shall have the power and it shall be its duty:

2-12f. To determine efficient and adequate standards for community colleges for the physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration and supervision, and to grant recognition certificates to community colleges meeting such standards.

2-12g. To determine the standards for establishment of community colleges and the proper location of the site in relation to existing institutions of higher education offering academic, occupational and technical training curricula, possible enrollment, assessed valuation, industrial, business, agricultural, and other conditions reflecting educational needs in the area to be served; however, no community college may be considered as being recognized nor may the establishment of any community college be authorized in any district which shall be deemed inadequate for the maintenance, in accordance with the desirable standards thus determined, of a community college offering the basic subjects of general education and suitable vocational and semiprofessional and technical curricula.

2-15. The State Board shall grant recognition to community colleges which maintain equipment, courses of study, standards of scholarship, and other requirements set by the State Board. Application for recognition shall be made to the State Board. The State Board shall set the criteria by which the community colleges shall be judged and through the executive officer of the State Board shall arrange for an official evaluation of the community colleges and shall grant recognition of such community colleges as may meet the required standards.

Appendix B

**SCHEDULE OF RECOGNITION EVALUATIONS
 FOR FISCAL YEARS 2011 THROUGH 2015**

Dist. No.	District	Recognition Evaluation				
		FY 2011	FY2012	FY 2013	FY 2014	FY 2015
503	Black Hawk	X				
508	Chicago			X		
507	Danville	X				
502	DuPage	X				
509	Elgin		X			
512	Harper				X	
540	Heartland					X
519	Highland			X		
514	IL Central				X	
529	IL Eastern		X			
513	IL Valley				X	
525	Joliet			X		
520	Kankakee			X		
501	Kaskaskia	X				
523	Kishwaukee				X	
532	Lake County					X
517	Lake Land	X				
536	Lewis & Clark					X
526	Lincoln Land				X	
530	Logan				X	
528	McHenry				X	
524	Moraine Valley					X
527	Morton				X	
535	Oakton					X
505	Parkland		X			
515	Prairie State	X				
521	Rend Lake				X	
537	Richland					X
511	Rock Valley	X				
518	Sandburg		X			
506	Sauk Valley		X			
531	Shawnee				X	
510	South Suburban		X			
533	Southeastern					X
522	Southwestern		X			
534	Spoon River					X
504	Triton	X				
516	Waubonsee	X				
539	Wood					X

Appendix C

**RECOGNITION STANDARDS
FISCAL YEAR 2011 - FISCAL YEAR 2015**

Illinois Community College Board

**RECOGNITION STANDARDS
Fiscal Years 2011 - 2015**

Illinois Community College Board			
RECOGNITION STANDARDS Fiscal Years 2011 - 2015			
STANDARD	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
1. INSTRUCTION			
<p>1a. Degrees and Certificates. A college shall award associate degrees and certificates in accordance with units of instruction approved by the ICCB. The criteria for approval of new units of instruction also are required for existing programs offered by community colleges. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public.</p>	<p>ICCB Rule 1501.303b (Program Requirements), ICCB Rule 1501.302 (Units of Instruction, Research, and Public Service)</p>	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> The college awards, associate degrees, and certificates in accordance with units of instruction approved by the ICCB. All degrees and certificates will meet credit hour ranges and general education requirements for new programs. Programs that are not in the catalog and in which the college is not enrolling new students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File. 	<ul style="list-style-type: none"> College catalog ICCB Curriculum Master file <p>Optional:</p> <ul style="list-style-type: none"> Student transcripts
<p>1b. Articulation. Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:</p> <p>A) at least three Illinois public universities, or B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.</p>	<p>ICCB Rule 1501.309d1</p>	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> The district's AA, AS, AFA, AES, and AAT degree requirements allow only courses that have been articulated for transfer. <p>Indicators of Quality:</p> <ul style="list-style-type: none"> The college has adopted the general education core for its baccalaureate transfer degrees. The college has adopted the major-specific curriculum models for its baccalaureate/transfer degree majors to facilitate transfer to corresponding baccalaureate programs. 	<ul style="list-style-type: none"> College degree requirements and procedures College catalog Articulation documentation

<p>1c. Dual Credit (continued)</p> <p>D) Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.</p> <p>E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs.</p> <p>F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.</p> <p>G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.</p>	<p>ICCB Rule 1501.507 (b)11</p> <p>ICCB Rule 1501.507 (b)11</p> <p>ICCB Rule 1501.507 (b)11</p> <p>ICCB Rule 1501.507 (b)11</p>	<ul style="list-style-type: none"> • Students satisfied course placement tests or prerequisites. • Courses meet course type requirements for dual credit as specified. • Courses meet requirements as specified. • Proper documentation of college/school policies and practices exist and is being followed. 	<ul style="list-style-type: none"> • Self Study • Student Transcripts • Dual Credit Policies • Course schedules • IAI records • College catalogs • Course schedules • IAI records • College catalogs • Dual Credit Policies • Articulation agreements/program assignment of courses
<p>1d. Assessment Plans. A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review.</p> <p>Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of student learning. All academic programs will systematically assess student learning and use assessment results to improve programs.</p>	<p>ICCB Rule 1501.405</p> <p>IBHE Illinois Commitment Goal 5</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • The college has in place a systematic process to assess student learning in each degree and certificate program it offers. • The college regularly utilizes data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning. 	<ul style="list-style-type: none"> • College policies • Program review reports • College catalogs • Applications for new programs • College self-study • College instructional program assessment policies

<p>1e. Faculty Qualifications/Policies. 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.</p>	<p>ICCB Rule 1501.303(f)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> Faculty preparation is in accordance with ICCB rule. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> College has a staffed Faculty Development Center where faculty can receive professional development such as hands-on technology, creating accessible instructional materials and pedagogy. Instructional materials are created accessible to persons with disabilities and electronic versions are available in a centralized location. 	<ul style="list-style-type: none"> ICCB Faculty and Staff records College records Self Study Faculty/Staff Handbooks
<p>2. STUDENT SERVICES/ ACADEMIC SUPPORT</p>			
<p>2a. Student Services/Academic Support. Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the college in a manner convenient to students as defined below.</p> <p>A) Advising and Counseling. The college shall have a comprehensive and organized program of academic advising and career counseling.</p> <p>B) Financial Aid. The college shall provide a financial aid program, which provides students with information about and access to available financial support</p> <p>C) Placement. The college shall provide job placement services for students.</p>	<p>ICCB Rule 1501.403</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> College has a comprehensive and organized program of academic advising and career counseling. College provides a financial aid program which provides students with information about and access to available financial support. College provides job placement services for students. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> Student Service/Academic Support facilities are easily accessible to students. Services are available at hours/days convenient for students (evenings, weekends). Web available student services are accessible to persons with disabilities. College web site and computer based software technologies are accessible to persons with disabilities 	<ul style="list-style-type: none"> College catalog/other publications Local board policy manual Student handbook College program review reports College website

3. FINANCE/FACILITIES			
<p>3a. Credit Hour Claim Verification. ICCB credit hour grants shall be based on the number of credit hours, or equivalent, of students who have been certified as being in attendance at midterm.</p>	<p>Section 2-16 of the Act and ICCB Rule 1501.507c1 ICCB Rule 1501.507a ICCB Rule 1501/507e ICCB Rule 1501.501</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Agreement between district’s state grant claim (SU and SR) records and information provided on certified mid-term class lists • Documented and verifiable process for determining residency • Documented and verifiable process for proper classification of hours in the credit hour claims submission • Annual district credit hour certification completed timely <p><u>Indicators of Quality</u></p> <ul style="list-style-type: none"> • Good interdepartmental communication regarding the impact on the claims process and district policies, procedures, and practices 	<ul style="list-style-type: none"> • ICCB credit hour claim printouts (SU and SR records) • Midterm class lists • Residency classification • Documented Processes • Review of most recent residency verification process (due each year)
<p>3b. Financial Planning. Financial planning for current and future operations shall provide for both a sound educational program and the prudent use of public funds.</p>	<p>ICCB Rule 1501.502 (Financial Planning)</p> <p>Sections 3-33.5, 33.6 of the Act (Working Cash)</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Existence of long-range plans and contingency plans for reduced state or local tax revenues • Monies in the working cash fund principal have not been used as current revenue. • Interest transferred from working cash fund to education or operations and maintenance funds authorized through separate board resolution. <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Trends in past and current operating balances compared to peer group averages • Magnitudes and trends in indebtedness compared to peer group averages • Review and integration of long-range financial plans into overall college mission • Review integration of facilities master plan into overall college mission and strategic planning process. • All college departments are included in the financial planning and accountability process. • Board received report on financial conditions of the institution no less than once every three months. 	<ul style="list-style-type: none"> • Annual budgets • External Audits • Uniform Financial Statements • Board Minutes • Strategic Planning documents • District financial records • Facilities Master Plan • Uniform Financial Reporting System data • Long-range Financial Planning Model

<p>3c. Financial Compliance A) Annual External Audit. The district shall complete an annual external audit.</p> <p>B) College Budget The district shall adopt its annual budget by September 30.</p> <p>C) Published Financial Statements The district shall publish an annual financial statement by November 15.</p> <p>D) Tax Levy The district shall adopt its annual tax levy and file with the appropriate county clerk(s) by the last Tuesday of December. It shall comply with all applicable statutes including publication notices.</p> <p>E) Bidding and Awarding of contracts The district shall award all contracts for purchases of supplies, material, and work involving expenditure in excess of \$10,000 to the lowest responsible bidder with certain exceptions as noted in state statute.</p>	<p>110 ILCS 805/3-22.1 110 ILCS 805/2-15 ICCB Rule 1501.201 ICCB Rule 1501.503 ICCB Rule 1501.504</p> <p>110 ILCS 805/3-20.1-20.2 ICCB Rule 1501.504</p> <p>110 ILCS 805/3-222 ICCB Rule 1501.506</p> <p>110 ILCS 805/3-20.5 110 ILCS 805/3-14.2,14.3 ICCB Rule 1501.510j</p> <p>110 ILCS 805/3-27.1</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Audit has been completed as prescribed in the Act and Administrative Rules and submitted to ICCB timely • Components of state grant compliance section included <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Recipient of GFOA financial statement award • Process and procedures in place to ensure accurate financial data are available • Audit management letter has no (or few) recommendations • Controls in place to safeguard revenues and assets • Timely and appropriate action to correct audit findings <p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Adopted by due date and submitted to ICCB timely • Budget hearing appropriately advertised <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Recipient of GFOA budget award <p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Published by due date and submitted to ICCB timely • Published in prescribed format <p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • Filed by due date (s) • Performed required publication notices • Submitted in the prescribed format <p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • District follows architect selection process • District advertises bid specifications and requirements • District officials enter into contracts that are not unfair to the taxpayers of the district <p><u>Indicators of Quality:</u></p> <ul style="list-style-type: none"> • Request for proposals for web and software technologies and services include language requiring vendors to provide products that are accessible to persons with disabilities. 	<ul style="list-style-type: none"> • External Audits • Board policies • Five years of data submission records <p>Optional:</p> <ul style="list-style-type: none"> • Local financial statements • Local board minutes • Audit management letter <ul style="list-style-type: none"> • Board Minutes • Annual Budget-state format • Annual Budget-local format • Certification of Publication of Budget Hearing <ul style="list-style-type: none"> • Published financial report • Certificate of publication <ul style="list-style-type: none"> • Tax Levy Certificate • Certificate(s) of publication, if applicable <ul style="list-style-type: none"> • Board Documents (Agendas & minutes) • Architect and/or Contractor Contracts • Quality-based architect selection documentation
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<p>3d. Facilities</p> <p>A) Approval of Construction Projects The expenditure of funds for the purchase, construction, remodeling, or rehabilitation of physical facilities...shall have prior ICCB approval....</p> <p>Changes in budget/scope to approved construction projects shall be submitted for approval.... When completed, each project shall be certified....</p> <p>B) Protection, Health, or Safety Projects (A district may levy a tax or issue bonds which)... provides for alterations or repairs determined by the local community college board to be necessary for health and safety, environmental protection, ADA accessibility, or energy conservation purposes.</p> <p>C) Facilities Data Submissions To maintain and report facilities data requests, reports, and information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB.</p>	<p>110 ILCS-805/2-12c ICCB Rule 1501.602 ICCB Rule 1501.605 ICCB Rule 1501.609</p> <p>110 ILCS805/3-20.3.01 ICCB Rule 1501.608a</p> <p>110 ILCS-805/2-12f ICCB Rule 1501.201 ICCB Rule 1502.510b ICCB Rule 1501.607</p>	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> College projects, including locally funded; protection, health, and safety; and state-funded projects have received local board and ICCB approval prior to construction, as required. Existence of a current facilities master plan to support requested projects <p>Indicators of Quality:</p> <ul style="list-style-type: none"> Existence of a long-range capital plan including deferred maintenance needs Periodic review of adequacy of long range capital plan by college management and local board of trustees <p>Indicators of Compliance:</p> <ul style="list-style-type: none"> Proceeds of PH&S monies (tax levy or bonds) are expended for approved protection, health, and safety projects only. Annual protection, health, and safety tax levy does not exceed the total of approved projects. <p>Indicators of Quality:</p> <ul style="list-style-type: none"> Projects are accounted for in a project accounting system that allows for identification of excess PH&S funds in the O&M restricted fund. <p>Indicators of Compliance: Data submissions/report for the following have been received on time and are completed accurately and in the required format:</p> <ul style="list-style-type: none"> Facilities Data Square Footage of Planned Construction and Owned Land (C1.1 & C1.3) Construction Project Status Report RAMP (Capitol Budget Request) S6/S7 Data 	<ul style="list-style-type: none"> ICCB capital projects records District construction projects files Board minutes District financial records Campus facilities Facilities Master Plan <ul style="list-style-type: none"> District financial records District audits District project files and records District protection, health, and safety levy <ul style="list-style-type: none"> Five Years Data and Report Submission records <p>Optional:</p> <ul style="list-style-type: none"> Selected internal documents maintained by the colleges
<p>3e. Uniform Financial Reporting System To report financial data to the ICCB in the format prescribed in accordance with standards and principles developed by the ICCB.</p>	<p>110 ILCS-805/2-12m ICCB Rule 1501.510</p>	<p>Indicators of Compliance: Data submissions/report for the following have been received on time and are completed accurately and in the required format:</p> <ul style="list-style-type: none"> UFRS reports UFRS /Audit Reconciliation 	<ul style="list-style-type: none"> Balance sheet assets equal the sum of liabilities and fund balances Signed audit/UFRS reconciliation <p>Optional:</p> <ul style="list-style-type: none"> Selected internal documents maintained by the colleges

4. ACCOUNTABILITY			
<p>4a. General Reporting Requirements. Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements, on forms provided by the ICCB, where applicable.</p>	<p>ICCB Rule 1501.201</p>	<p>Indicators of Compliance:</p> <ul style="list-style-type: none"> • Data submissions/reports have been received on time. • Data submissions are completed accurately and in the required format. • Data in different submissions are consistent. <p>Indicators of Quality</p> <ul style="list-style-type: none"> • Official college records support data submissions. • College has a documented internal process for data flow and reporting 	<ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB • College Internal Data Reporting Procedures document <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges, including individual student transcripts
<p>A) Student Data Reporting</p>	<p>ICCB Rule 1501.201</p>	<p>Indicators of Compliance:</p> <p>Data Submissions/report for the following have been received on time and are completed accurately and in the required format:</p> <ul style="list-style-type: none"> • Noncredit Course Enrollment Data (N1) • Annual Enrollment and Completion Data (A1) • Annual Student Identification (1D) • Enrollment surveys • Fall Enrollment Data (E1) • Summer Graduate Reporting for IPEDS GRS • Career and Tech Ed Graduate Follow-up (FS) Data 	<ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges, including individual student transcripts
	<p>ICCB Rule 1501.201</p>	<p>Indicators of Compliance:</p> <p>Data Submissions/report for the following have been received on time and are completed accurately and in the required format:</p> <ul style="list-style-type: none"> • Faculty, Staff & Salary Data (C1) • Faculty, Staff & Salary Data (C2) 	<ul style="list-style-type: none"> • Data and Report Submission records • Edit and frequency printouts generated by the ICCB <p>Optional:</p> <ul style="list-style-type: none"> • Selected internal documents maintained by the colleges

<p>4a. General Reporting Requirements (cont.)</p> <p>C) Other Submissions</p>	<p>ICCB Rule 1501.201</p>	<p><u>Indicators of Compliance:</u> Data Submissions/report for the following have been received on time and are completed accurately and in the required format:</p> <ul style="list-style-type: none"> • Program Review Report • Program Review Listing • Special Initiatives Reports • Underrepresented Groups Report 	<ul style="list-style-type: none"> • Five years Data and Report Submission records
<p>4b. Program Review/Results (Subject to Revision)</p> <p>A) Each college shall have a systematic, college wide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.</p> <p>B) The minimum criteria for program review shall be program need, program cost, and program quality, as defined by each college.</p> <p>C) Career and Technical Education programs shall be scheduled in the year following their inclusion in the ICCB follow-up study unless the college obtains an exception in writing from the ICCB.</p> <p>D) Each college shall submit to the ICCB by August 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of its current five-year schedule of program reviews.</p>	<p>ICCB Rule 1501.303d (Review and Evaluation of Programs) and ICCB "Community College Program Review Guide".</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • The college's written process description documents a systematic, college wide process. • Supporting data used to conduct the review reflect a systematic approach. • The five-year schedule submitted by the college encompasses all instructional, student services and academic programs over the five-year cycle to demonstrate a college wide review process. • The college will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designated by ICCB/IBHE. • Criteria of need, quality, and cost as defined by the college will be used in the review of each program. • The college's program review schedule matches the schedule for occupational program review as designated by the ICCB and will be submitted as part of the college's annual report. • Reports use the designated format. <p>NOTE: Subject to revision based on changes in program review process.</p>	<ul style="list-style-type: none"> • Process description • Program review reports • Individual program reviews • District's program review schedule

<p>4b. Program Review/Results (Continued)</p>		<p><u>Indicators of Quality:</u> The following are measures that reflect quality aspects of Program Review/Results Report processes:</p> <ul style="list-style-type: none"> . The college provides a strong foundation of data for analysis to help determine program need, quality, and cost-effectiveness. . The college uses trend data. . Use of data across like program areas is consistent, . Reports show that program costs are appropriate and there is evidence that cost data are analyzed. . The program review process is a collaborative process relying primarily on faculty and using administrative resources. . The program review process is tied to long-range planning. . The college systematically incorporates analyses of key issues and factors into its program review process to keep attune to emerging trends. . Recommendations appropriately address identified weaknesses, and the college has a mechanism to ensure that priority recommendations are adopted and implemented. . In assessing occupational program quality, the college takes into consideration occupational skills standards, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development in emerging trends and teaching techniques. . The college uses input from its business advisory committees to assess program quality and determine if modifications are needed to keep up with changes in the occupation. . The college takes advantage of regional collaboration to deliver low-need/high cost programs. <p>NOTE: Subject to revision based on changes in program review process.</p>	<ul style="list-style-type: none"> • Program review reports • Individual program reviews • District's program review schedule
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Appendix D

APPLICATION FOR RECOGNITION

Each district is required to submit an application for recognition in accordance with the provisions of Section 2-15 of the Act. The application should include:

1. A letter from the local board of trustees (or designee) requesting the ICCB to assign a status of “recognition continued” to the district.
2. A self-evaluation by each district concerning its compliance with ICCB standards identified in Appendix C. (Example responses to selected standards are provided in Appendix E.)
 - Procedure/Items Reviewed
 - Findings
 - Correction Action Plan, if necessary

The application is required 90 days after official notification from the Illinois Community College Board.

The district is asked to forward each of the following with the letter and self-evaluation:

1. Program review process
2. Board Policy Manual
3. College Catalog – *Hard copy is required*
4. College dual credit policy
5. College instructional program assessment policy
6. Facilities Master Plan - *Hard copy is required*
7. Internal Data Reporting Procedures document
8. Student Handbook
9. Faculty Handbook
10. Collective Bargaining Agreements for Full- and Part-time Faculty
11. College Multi-year Financial Planning Document(s)

Appendix E

SELECTED EXAMPLE RESPONSES FOR SELF-STUDY REPORT

Example responses for selected recognition standards are presented to provide clarification to colleges on ICCB expectations of the colleges Recognition Self-Study Reports. Examples for all standards are not provided.

SELECTED EXAMPLE RESPONSES FOR SELF-STUDY REPORT

STANDARD #1 - INSTRUCTION

Standard 1a. - DEGREES AND CERTIFICATES - A college shall award associate degrees and certificates in accordance with units of instruction approved by the ICCB. The criteria for approval of new units of instruction also are required for existing programs offered by community colleges. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public.

Indicators of Compliance:

- a) The college awards associate degrees and certificates in accordance with units of instruction approved by the ICCB.
- b) All degrees and certificates will meet credit hour ranges and general education requirements for new programs.
- c) Programs that are not in the catalog and in which the college is not enrolling new students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File.

Procedure: The college conducted a thorough investigation of its level of compliance with this multi-faceted requirement by means of a study of internal documents, selected graduate transcripts, and catalog program listings. The results of that inquiry are summarized in the following sections.

That investigation included assembling the following information and performing the analysis described below.

1. The ICCB curriculum master file served as the basis from which we developed a list containing the title of the approved degree or certificate, its curriculum code, and the year of its ICCB approval.
2. Degrees and Certificates advertised in the college catalog, website, various promotional materials, and listed on the application for admission were compared against the list.
3. From a list of all degree and certificate recipients for fiscal year 2010, fiscal year 2009, fiscal year 2008 and fiscal year 2007, a random sample of 25 transcripts of graduates was selected for each of these fiscal years.
4. Those transcripts were analyzed to determine whether the degree or certificate awarded was consistent in title with that approved by ICCB.

Credit evaluations were compared to the transcripts to determine whether the college's official credit hour and general education requirements were satisfied. Finally, the selected transcripts were examined to determine whether the Degree or Certificate actually awarded was correctly identified and whether the transcript notation stating that the GECC was satisfied was included correctly.

The size of the sample from which transcripts of graduates was selected is:

In FY2006, 482 AA, AS, AES, or AAS Degrees and Certificates were awarded
In FY2007, 558 AA, AS, AES, or AAS Degrees and Certificates were awarded
In FY2008, 621 AA, AS, AES, or AAS Degrees and Certificates were awarded
In FY2009, 562 AA, AS, AES, or AAS Degrees and Certificates were awarded
In FY2010, 604 AA, AS, AES, or AAS Degrees and Certificates were awarded

Twenty-five degree or certificate recipients were randomly selected for review from each of these fiscal years.

Inquiry concerning requirement (b) above was achieved as follows. The ICCB curriculum master file was compared to the curricula listed in the 2011-2012 college catalog. All current degree and certificate curriculum guides (which are found on pages 65-111 of the catalog) were reviewed to determine whether the credit hour ranges and general education requirements were consistent with ICCB regulations. In addition, the college staff conducted a review of each AAS degree curriculum to establish whether it included a general education component consisting of at least 15 credit hours in communication, arts and humanities, social and behavioral sciences, and mathematics and science.

Finally, compliance with requirement (c) above was studied by reviewing all programs listed as active on the ICCB curriculum master file. Those programs were compared with the college catalog, application, and enrollment data to determine whether the programs were active and whether the associated courses were enrolling students.

Findings: In every transcript reviewed, the published credit hour requirements were met and the official degree or certificate title as approved by ICCB was correctly stated on the student's transcript.

Various aspects of this general review uncovered several errors that have been or will soon be corrected. Among them are:

The review discovered that the college website included some outdated information. Some programs were marked as pending, some withdrawn (or renamed) programs were still listed, and several new approved programs were not listed.

The application for admission contained an error incorrectly listing a curriculum code different from the approved ICCB code (Industrial Maintenance Technology was listed as #5840 and should be #6840).

The catalog did not list the program Electrician Apprentice AAS (degree code #5816) although its course descriptions were listed. The Certified Nursing Assistant Certificate was not listed (code #6645), nor was the Sales Certificate (code #6131).

In summary, all associate degrees and certificates offered by the college have been approved by the ICCB. The files reviewed revealed that each student whose transcript was examined had met the graduation requirements for the degree or certificate he or she was awarded, and that those graduates had satisfied the requirements for graduation as outlined in the college catalog and approved by the ICCB.

With respect to compliance standard (b) above all AAS degrees' requirements, including the Electrician Apprentice Program not listed in the catalog, were found to meet or exceed ICCB's minimum general education requirement.

In reviewing compliance standard (c), all active programs in the curriculum master file were found to be listed accurately. Program listings are updated annually for each new edition of the catalog. The catalog is in agreement with the curriculum master file with respect to curriculum title, degree, certificate designation, and number of credits required for each program, as well as the general education requirements. One special admissions program (Electrician Apprentice) is omitted because admission to the program is determined by the IBEW and not the college.

Information about new programs approved after catalog publication is made available to interested persons by means of the college website and brochures highlighting new programs.

Actions: Upon discovery of the errors described above, the college undertook to:

1. Update the college website to assure that the programs of study are listed accurately and in a manner consistent with the ICCB Curriculum Master file.
2. Include in the next college catalog the missing information for Electrician Apprentice AAS, Certified Nursing Assistant, and Sales Certificate.
3. Correct the code for Industrial Maintenance Technology listed on the Application for Admission to bring it into agreement with the ICCB approved curriculum code.

The college will continue to monitor changes and updates in educational programs in order to assure that the catalog and other public documents accurately reflect the career and educational programs the college offers.

STANDARD #2 - STUDENT SERVICES/ACADEMIC SUPPORT

Standard 2a. Student Services/Academic Support - Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the college in a manner convenient to students as defined below.

Part A: Advising and Counseling.

The college shall have a comprehensive and organized program of academic advising and career counseling.

Indicators of Compliance:

- a) **College has a comprehensive and organized program of academic advising.**

Procedures: Student Services staff met to identify and review the academic advising and counseling services at the college. The following was included in the review:

- 1) review of college catalog
- 2) review of student handbook
- 3) review of college website
- 4) review of last program review
- 5) review of advising and counseling internal operations procedures
- 6) review of student feedback from graduate surveys
- 7) review of board policies

Findings: The college has a comprehensive and organized program of academic advising. However, several areas of improvement were identified in conducting the review. Students identified in follow-up studies that for some academic areas, their faculty academic advisors were not readily available. Additionally, for students enrolled in evening classes only, limited counseling services were available to them. These items are addressed below under indicators of quality.

Actions: None were required to be in compliance with the standard. However, several actions will be taken to address quality standards. (See below)

Indicators of Quality:

- a) **Student Service/Academic Support facilities are easily accessible to students**
b) **Services are available at hours/days convenient for students (evenings, weekends).**

Procedures: During review of the compliance standard, indicators of quality were examined.

Findings: In some instances and at certain time faculty advisors and counseling staff were not readily available for students. (See above)

Actions: Student services staff has met and has established a schedule to for providing counseling services during the evenings and weekends. Additionally, the academic areas for which students identified advising issues have been consulted. Faculty in those areas has now posted regular hours when they will be available for advising purposes.

Part B: Financial Aid.

The college shall provide a financial aid program, which provides students with information about and access to available financial support.

Indicators of Compliance:

- a) **The college provides financial aid program, which provides students with information about and access to available financial support.**

Procedures: Student Services staff met to identify and review the financial aid office at the college. The following was included in the review:

- 1) review of college catalog
- 2) review of student handbook
- 3) review of college website
- 4) review of last program review
- 5) review of all financial aid materials available to students
- 6) review of student feedback from graduate surveys
- 7) review of board policies

Findings: During the review of the above listed documents, the college determined that it meets the compliance standard in that its financial aid programs provide students with information about and access to available financial support. The board policy manual clearly identified that financial aid services are to be provided. Numerous brochures on various financial aid programs are available and the financial aid office is open at convenient times for students.

Actions: None necessary for compliance.

Indicators of Quality:

- a) **Student Service/Academic Support facilities are easily accessible to students**

b) Services are available at hours/days convenient for students (evenings, weekends).

Procedures: During review of this standard for compliance, quality indicators were also examined.

Findings: the college website does not contain information about financial aid services but the college catalog nor student handbook identifies the location or available hours of the financial aid office. While the financial aid office is in the same building as other student services, it is located in a different wing. This makes it inconvenient for students to avail themselves of these services at the same time they are seeking assistance from other service offices. Additionally the signage for the office is not properly placed to direct students from the main student service area to the financial aid office. Financial aid materials were all located in the financial aid office area.

Actions: The next edition of the student handbook will contain more specific information regarding location and availability of financial aid services. The college will examine ways it can relocate the financial aid office closer to other student service areas. A rack for financial aid materials has been set up in the college cafeteria area and others will be placed in different convenient locations on the campus.

Part C: Placement.

The college shall provide job placement services for students.

Indicators of Compliance:

a) The college provides job placement services for students.

Procedures: Student Services staff met to identify and review the financial aid office at the college. The following was included in the review:

- 1) review of college catalog
- 2) review of student handbook
- 3) review of college website
- 4) review of last program review
- 5) review of procedures for job placement operations
- 6) review of student feedback from graduate surveys
- 7) review of board policies

Findings: The college has offered job place services since the early 1970 through its general student services area. A specific job placement office was opened in 1994. The office is open mornings from 9:00 until noon five days a week. It was determined that the college is in compliance with the law.

Actions: None required to be in compliance.

Indicators of Quality:

- a) **Student Service/Academic Support facilities are easily accessible to students**
- b) **Services are available at hours/days convenient for students (evenings, weekends).**

Procedures: While conducting the compliance review, a quality review was also conducted. Specifically, the accessibility and convenience were examined.

Findings: Recent graduates rated the job placement service as one of the least used and weakest areas within student services. The college is taking major steps to correct deficiencies in the operation. While, there is a specified job placement office, hours were identified as a problem. Likewise, job listings were not kept current and several programs areas were not being served through the office.

Actions: An action plan is being developed to revamp the job placement services area. An internal committee comprised of representatives from several different departments within the college has been convened. The plan will be shared with ICCB upon its completion next December.

STANDARD #3 - FINANCE/FACILITIES

Standard 3a. – Credit Hour Claim Verification - ICCB credit hour grants shall be based on the number of credit hours, or equivalent, of students who have been certified as being in attendance at midterm.

Indicators of Compliance:

- a) **Agreement between the district’s state grant claim (S3 or SU & SR) records and information provided on certified mid-term class lists.**

Procedures: The appropriate staff from various departments met to identify and review Illinois Compiled Statutes and ICCB administrative rules applicable to this standard. Necessary self evaluation steps were outlined by the group and specific assignments and tasks were given. Those steps included:

- 1) obtain a summary of ICCB credit hour claims from the Office of Institutional Research
- 2) select a sample of specific course sections on the credit hour claim by staff
- 3) select a sample of students whose transcripts were printed by staff
- 4) review of faculty instructions regarding the midterm certification process and proper application

- 5) review of the midterm class rosters to ensure that only students certified as in attendance and actively pursuing course completion were claimed.
- 6) review of student transcripts to ensure grade postings from final grade sheet are properly reflected on the transcript
- 7) review student transcripts to ensure that any students repeating a course outside the claimable parameters were classified as non reimbursable on the credit hour claim.

Staff provided a randomly selected list of sections from the fiscal year 2011 summer session (10) and fiscal year 2011 Fall (37) for review. The Office of Institutional Research and ITS then provided S3 or SU & SR information that had been submitted for the selected sections. Mid-term rosters were retrieved for the selected sections. Transcripts were run for all students in the selected sections and student transcripts were reviewed for proper application of repeat eligibility rules. Residency classifications were checked to determine that the colleges own policies were being followed and the classification of students' residency was accurate.

This information was entered into a spreadsheet comparing the official S3 or SU & SR information against the "audited" information. Discrepancies were identified and explanations or planned corrective actions are listed as appropriate in the findings section of this self evaluation.

Findings: No deficiencies were found in steps 1-6. However, deficiencies in our reporting of course repeat data (step 7) were identified. As a result of those findings major changes in student repeat identification will be implemented in an effort to improve our claims accuracy.

A review of 147 student records found that the colleges processes and procedures allowed students hours to be classified as reimbursable on the credit hour claim even when a student a repeated a class to improve C grades when ICCB rules only allowable a reimbursable repeat to improve a D, F, or drop (claimed when the student withdrew from the section after the midpoint). College processes and procedures will be modified to ensure that only students repeating a course section to improve a D, F, or claimed W will be eligible for state reimbursement one additional time (unless otherwise approved to be repeated more than one additional time on the ICCB course master file). The issues will be discussed and identified with ICCB staff during their visit to the campus.

Actions: Where discrepancies identified weaknesses or incorrect internal processes and procedures, the college has taken specific steps to correct the problems and will review programming and/or procedural or processing changes with the ICCB staff during their visit to campus.

In addition, a new committee was formed for the specific purposes of regularly reviewing S3 or SU & SR claims and supporting documentation which will improve on campus inter-departmental communications to ensure timely and accurate reporting continues.

b) Process for determining residency.

Procedures: The appropriate staff from various departments met to identify and review Illinois Compiled Statutes and ICCB administrative rules applicable to this standard. Necessary self evaluation steps were outlined by the group and specific assignments and tasks were given. Those steps included:

- 1) obtain a summary of ICCB credit hour claims from the Office of Institutional Research
- 2) select a sample of specific course sections on the credit hour claim by staff
- 3) review of students' residency classification to determine they were properly reported on the credit hour claim as well as a determination that the internal residency identification process is accurate.

Findings: Deficiencies in our reporting of residency data were identified. As a result of those findings major changes in student residency classification will be implemented in an effort to improve our claims accuracy.

College staff reviewed 75 students from 50 midterm class lists and found three students who were improperly claimed as in-district residents on the ICCB credit hour claim when out-of-district or out-of-state students were working full time in the district and attending the college at an in-district tuition rate. It was found that out-of-district or out-of-state students were improperly classified as in-district residents on the ICCB credit hour claim because they were eligible to receive an in-district tuition rate. It had not been clear to college staff that a distinction between the tuition rate and where a student lives should be made for students employed in the district and taking courses just as it is for students attending college on a charge back agreement with a neighboring community college. While the college does not have many out-of-district or out-of-state students working in the district and only three students were found that met these criteria, it is a systemic processing error needing to be corrected.

Actions: Where discrepancies identified weaknesses or incorrect internal processes and procedures, the college has taken specific steps to correct the problems and will review programming and/or procedural or processing changes with the ICCB staff during their visit to campus.

Standard 3d: FACILITIES

Part C: Facilities Data Submissions.

Indicators of Compliance:

Data Submissions/report for the following have been received on time and are completed accurately and in the required format:

- Facilities Data (F3,F6,B3, & R3 data)
- Square Footage of Planned Construction and Owned Land (C1.1 & C1.3)
- Construction Project Status Report
- RAMP (Capitol Budget Request)
- S6/S7 Data

a) Data submissions/reports have been received on time.

Procedures: Staff reviewed the reporting requirements and deadlines of the ICCB, along with the ICCB issued documents “Data and Report Submission Dates” for the past five years. Actual submission dates for all required reports were compared to the due dates established by the ICCB. The list of reports required in ICCB Rule 1501.201 was examined to determine the extent of compliance.

Findings: The Data and Report Submission Dates schedules show that the college’s facilities data reports were generally filed by, or close to, the dates required.

Actions: The college will continue to monitor report submissions for timeliness. A newly designated MIS Coordinator should facilitate this process.

b) Data submissions are completed accurately and in the required format.

Procedures: Staff reviewed prior submissions and ICCB FIUS and edit reports plus the C1-C16 reports to determine accuracy and format specifications.

Findings: In the course of this inquiry the college found that the facilities codes as reported on the S6 Course Resource report did not correspond with the codes reported on the Facilities Inventory Reports (F3, F6, B3 and R3), resulting in apparent non-utilization of our buildings and rooms. Further, for the period examined staff found that the total assignable space reported in the building record (B3) did not equal the sum of the assignable space in the room record (R3) for building A and staff had overlooked this error in the edit report for the B3 and R3 records and did not correct it until the following year.

Actions: Staff members have been working to correct the facilities codes, and anticipate that the fall 2011 S6 report will have been submitted by the time this Self-Evaluation has been received by the ICCB. Information technology staff responsible for making the flat file submissions has been assigned the task of reviewing the edit report and working with the facility director to ensure more timely correction of errors are made and submitted to the ICCB.

c) Data in different submissions are consistent.

Procedures: Staff reviewed prior submissions to determine consistency.

Findings: While reports had been consistent over the past five years, inconsistencies between different facilities submissions identified above had existed over that same time frame.

Actions: The college will ensure that facilities data are consistent between facilities files as well as over time.

STANDARD #4: ACCOUNTABILITY

Standard 4a. REPORTING REQUIREMENTS - Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements, on forms provided by the ICCB, where applicable.

Procedures: Review the "DATA AND REPORT SUBMISSION DATES" report prepared and distributed by ICCB, the edit and frequency reports generated by ICCB, and internal records.

Findings (indicators of compliance/quality/impact): A report was prepared which shows all submissions listed in ICCB Rule 1501.201, and summarizes their timeliness, accuracy and consistency. (See Appendix A.) With few exceptions, the college's reports to ICCB are completed accurately and data in different submissions are consistent. Several reports have been submitted late. College efforts to improve accuracy and timeliness are listed in Attachment A. Specific types of data submissions are addressed below.

Part A: Student Data Reporting

Indicators of Compliance:

- a) **Data submissions/reports have been received on time.**

Procedure: Staff reviewed the reporting requirements and deadlines of the ICCB, along with the ICCB issued documents “Data and Report Submission Dates” for the past five years. Actual submission dates for all required reports were compared to the due dates established by the ICCB. The list of reports required in ICCB Rule 1501.201 was examined to determine the extent of compliance. *(See Attachment A for college summary status of ICCB Reports.)*

Findings: The Data and Report Submission Dates schedules show that the college’s student data reports were generally filed by, or close to, the dates required.

All required student data reports listed in Rule 1501.201 have been submitted.

Actions: The college will continue to monitor report submissions for timeliness. A newly designated MIS Coordinator should facilitate this process.

b) Data submissions are completed accurately and in the required format.

Procedure: Staff reviewed prior submissions and other ICCB reports to determine accuracy and format specifications.

Findings: The edit reports revealed that critical data elements are generally accurate and within the parameters of the programming requirements.

Actions: The college will continue to submit accurate and properly formatted reports to the ICCB.

c) Data in different submissions are consistent.

Procedure: Staff reviewed prior submissions to determine consistency.

Findings: Submissions were found to be consistent.

Actions: The college will continue to submit consistent reports.

Part B: Faculty/Staff Data Submissions

Indicators of Compliance:

a) Data submissions/reports have been received on time.

Procedures: Staff reviewed the reporting requirements and deadlines of the ICCB, along with the ICCB issued documents “Data and Report Submission Dates” for the past five years. Actual submission dates for all required reports were compared to the due dates

established by the ICCB. The list of reports required in ICCB Rule 1501.201 was examined to determine the extent of compliance.

Findings: The Data and Report Submission Dates schedules show that college's student data reports were generally filed by, or close to, the dates required.

b) Data submissions are completed accurately and in the required format.

Procedure: Staff reviewed prior submissions and ICCB edit reports to determine accuracy and format specifications.

Findings: The edit reports revealed that critical data elements are generally accurate and within the parameters of the programming requirements.

Actions: The college will continue to submit accurate and properly formatted reports to the ICCB.

c) Data in different submissions are consistent.

Procedures: Staff reviewed prior submissions to determine consistency.

Findings: Submissions were found to be consistent.

Actions: The college will continue to submit consistent reports.

Part C. Other Data Submissions.

a) Data submissions/reports have been received on time.

Procedure: Staff reviewed the reporting requirements and deadlines of the ICCB, along with the ICCB issued documents "Data and Report Submission Dates" for the past five years. Actual submission dates for all required reports were compared to the due dates established by the ICCB. The list of reports required in ICCB Rule 1501.201 was examined to determine the extent of compliance.

Findings: The Data and Report Submission Dates schedules show that the colleges other reports were generally filed by, or close to, the dates required. The Underrepresented Groups report was submitted on time except for the financial component, which was newly added this year and was not discovered in the instructions until well after the due date. The Program Review Report was submitted two weeks late in 2003 due to timing of the local board meeting.

Actions: The college will continue to monitor report submissions for timeliness. A newly designated MIS Coordinator should facilitate this process.

b) Data submissions are completed accurately and in the required format.

Procedures: Staff reviewed prior submissions and other ICCB reports to determine accuracy and format specifications.

Findings: The reports revealed that the reviewed reports contained accurate information and were submitted in the designated formats.

Actions: The college will continue to submit accurate and properly formatted reports to the ICCB.

c) Data in different submissions are consistent.

Procedures: Staff reviewed prior submissions to determine consistency.

Findings: Submissions were found to be consistent.

Actions: The college will continue to submit consistent reports.

Examples for all standards are not provided.

SELECTED EXAMPLE RESPONSES FOR SELF-STUDY REPORT (cont.)

Attachment A

**DATA AND REPORT SUBMISSION SUMMARY
XXXXX Community College**

Standard 4: Accountability - 4a. Reporting Requirements
Summary Status - ICCB Reports
 xxxxxxxx Community College

Report Name	Due Date	1a. Time-lines	1b. Accuracy/Format	1c. Consistency	Comments
Part A. Student Data Reporting					
Annual Student Enrollment and Completion Data – A1	1-Aug	yes	yes	yes	Numerous edit reports have been created to improve accuracy of student data. The A1 report is submitted on time and edits are reviewed promptly.
Fall Enrollment Data – E1	1-Oct	yes	yes	yes	Numerous edit reports have been created to improve accuracy of student data. The E1 report is submitted on time and edits are reviewed promptly.
Fall Enrollment Survey Spring Enrollment Survey	1-Oct 15-Feb	yes	yes	yes	Submitted online, on time
Noncredit Course Enrollment Data – N6	15-July	yes	yes	yes	Submitted on time
Career and Technical Education Follow-Up Study (FS) Data	30-May	no	yes	yes	Late for 3 of the 5 years examined.
Part B. Faculty/Staff Data Submissions					
Faculty, Staff, and Salary Data	15-Oct	*	*	*	* Except for fall 2011, faculty, staff and salary data has been accurate, on time, and in the correct format. Due to a data entry error that was not discovered prior to submission of the 2001 report, a portion of the data reported was inaccurate that year; the submission was also late. The 2012 submission was accurate and on time.

Part C. Other Submissions					
Program Review Report and Listing	1-Aug	yes	yes	yes	Submitted as part of Accountability/Program Review. College follows ICCB's 5-year schedule.
Special Initiatives Grants Report	1-Aug	yes	yes	yes	When applicable, Special Initiatives and other ICCB grant reports have been properly and consistently submitted by their required due dates.
Application for Recognition for Specified Colleges	1-Aug				
Underrepresented Groups Report	1-Nov	*	yes	yes	*This report, which has been done by several staff at the college has usually been 1 or 2 weeks late. Individual departments have had difficulty responding to requested budget data. Changing budget tables, formats, and focus topics lengthens the time to respond.
Special Initiative Grants Audit	15-Oct	yes	yes	yes	When applicable, all grant audits are being submitted by their required due dates.