

# **ILLINOIS COMMUNITY COLLEGE BOARD**

# **RECOGNITION MANUAL**

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**for the Illinois Public Community College Districts  
2016-2020**



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Illinois Community College Board

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FOR THE  
ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS  
2016-2020**

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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 (ICCB) (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 2016 through 2020 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. To determine district compliance with standards established by the Public Community College Act and ICCB Administrative Rules.
2. To provide assistance to districts in achieving compliance with the Act and Administrative Rules.
3. To identify issues that may be of concern to the community college system and to gather basic data about these issues.
4. To 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 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 failed 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.

Evaluation. ICCB staff will conduct an in-depth evaluation of each district at least once every five years. (See Appendix B for the 2016-2020 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**  
**2016 THROUGH 2020**

Dist. No.	District	Recognition Evaluation				
		2016	2017	2018	2019	2020
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			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	Waubensee	X				
539	Wood					X

**Appendix C  
RECOGNITION STANDARDS  
2016 - 2020**

Illinois Community College Board

**RECOGNITION STANDARDS  
2016 - 2020**

STANDARD	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
<b>ACADEMIC</b>			
<p>1. 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><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• The college awards, associate degrees, and certificates in accordance with units of instruction approved by the ICCB.</li> <li>• All degrees and certificates will meet credit hour ranges and general education requirements for new programs.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• College catalog</li> <li>• ICCB Curriculum Master file</li> </ul>

<p>2. 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</p> <p>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><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>The district's AA, AS, AFA, AES, and AAT degree requirements allow only courses that have been articulated for transfer.</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>The college has adopted the general education core for its baccalaureate transfer degrees.</li> <li>The college has adopted the major-specific curriculum models for its baccalaureate/transfer degree majors to facilitate transfer to corresponding baccalaureate programs.</li> </ul>	<ul style="list-style-type: none"> <li>College degree requirements and procedures</li> <li>College catalog</li> <li>Articulation documentation</li> <li>Articulation Agreements</li> </ul>
<p>3. Academic Control</p> <p>a. The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.</p> <p>b. The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act where applicable.</p>	<p>ICCB Rule 1501.302 Units of Instruction, Research, and Public Service</p>	<p><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>The community college maintains full academic control of the unit of instruction</li> </ul>	<ul style="list-style-type: none"> <li>Instructor Evaluation Policies</li> <li>ICCB Approved Units of Instruction</li> <li>Instructor Records</li> </ul>

<p>4. Curriculum: The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.</p> <p>a. The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:</p> <p>i. For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;</p> <p>ii. For the Associate in Fine Arts, Associate of Arts in Teaching, and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or the quarter credit hour equivalent;</p> <p>iii. For the Associate in Applied Science degree, a total requirement of not less than 60 credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and</p> <p>iv. For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.</p>	<p>ICCB Rule 1501.302 Units of Instruction, Research, and Public Service</p>	<p><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>The districts AA, AS, AFA, AES, AAS and AGS degrees requirements are within the prescribed limits set forth by statute and Administrative Rules.</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>Degree requirements beyond the minimum are directly related to the objectives of the unit of instruction, are not excessive and are generally consistent with similar degree offerings at other institutions.</li> <li>Degree offerings are consistent with the career pathway for students seeking to enter a field of study or that are transferring to a four-year institution.</li> </ul>	<p>ICCB Approved Units of Instruction</p> <ul style="list-style-type: none"> <li>Program Requirements</li> </ul>
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<p>b. Accreditation and Credentialing:</p> <p>i. Appropriate steps have been taken to ensure that accreditation of the proposed new unit of instruction will be granted in a reasonable period of time.</p> <p>ii. The proposed new unit will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.</p>		<p><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>The unit of instruction meets accreditation and licensure requirements, as appropriate to the specific field.</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>The unit of instruction includes industry-recognized credentials consistent with the discipline or field of study.</li> <li>Evidence of stackable credentials (certificates and degrees that are fully articulated) within a discipline or field of study.</li> <li>For Career and Technical Education courses, the unit of instruction was developed with the advice and recommendations of a CTE Advisory committee of employers.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Accreditation for specific units of instruction selected for review;</li> <li>Evidence of inclusion of industry-recognized credentials (as applicable) for specific units of instruction selected for review.</li> </ul>
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<p>8. 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><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• Faculty preparation is in accordance with ICCB rule.</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>• College has a staffed Faculty Development Center where faculty can receive professional development such as hands-on technology, creating accessible instructional materials and pedagogy.</li> <li>• Instructional materials are created accessible to persons with disabilities and electronic versions are available in a centralized location.</li> </ul>	<ul style="list-style-type: none"> <li>• ICCB Faculty and Staff records</li> <li>• College records</li>   <li>• Self-Study</li> <li>• Faculty/Staff Handbooks</li> </ul>
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<p>9. Cooperative Agreements and Contracts: A new unit of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency is subject to approval by the ICCB as indicated in Section 1501.302.</p> <p>a. Interdistrict Cooperative Agreements for Instruction: A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's program(s)/ course(s) upon approval by the ICCB.</p> <p>b. Out-of-District Cooperative Agreements for Instruction: A community college district may enter into contractual arrangements with other public or nonpublic institutions of higher education for the delivery of units of instruction upon approval by ICCB.</p> <p>c. Extension of Curricula/Credit Courses into another Community College District: A community college may extend previously approved credit courses into another community college district with approval of the other community college district.</p>	<p>Section 1501.307 Cooperative Agreements and Contracts</p>	<p><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• All Cooperative Agreements have been approved by the ICCB.</li> <li>• Cooperative agreement contracts / agreements are current and reflect existing practices.</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>• Cooperative agreements enhance student access, meet labor market needs and meet programmatic needs for the region.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Agreements &amp; Contracts</li> <li>• College Catalog</li> <li>• Agreements between community college districts</li> </ul>
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<p>10. Academic Calendar: A college shall operate on an academic calendar that provides at least two academic terms consisting of at least 15 weeks (at least 75 days of instruction each), three academic terms consisting of at least 10 weeks (at least 50 days of instruction each) or a different combination of academic terms consisting of at least 30 weeks (at least 150 days of instruction).</p> <p>a. The days of instruction prescribed in subsection (e)(1) shall include all days when there is a full schedule of classes and support services but will exclude holidays, Saturdays, Sundays, and days scheduled exclusively for registration, orientation, college wide placement or assessment testing, faculty workshops, and final examinations.</p> <p>b. Colleges may include terms during the summer or any other time during the year, in addition to the ones identified in subsection (e)(1).</p> <p>c. Courses/classes may be scheduled between academic terms, spanning academic terms, for a shorter time frame than the academic term, or for a longer time frame than the academic term, if the schedule provides sufficient duration and contact hours to meet the requirements in Sections 1501.309(b) and 1501.507(b)(10).</p>	<p>Section 1501.303 Program Requirements</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> <li>The Academic Calendar conforms to ICCB rules</li> </ul>	<ul style="list-style-type: none"> <li>Course Syllabi</li> <li>Academic Calendar</li> </ul>
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<p>11. 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.</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>e. The Review of General Education Outcomes shall be scheduled annually, but may focus each year on areas specified by the Illinois Board of Higher Education and ICCB.</p>	<p>ICCB Rule 1501.303d (Review and Evaluation of Programs) and ICCB "Community College Program Review Guide".</p>	<p><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• The college's written process description documents a systematic, college wide process.</li> <li>• Supporting data used to conduct the review reflect a systematic approach.</li> <li>• 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.</li> <li>• The college will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designated by ICCB/IBHE.</li> <li>• Criteria of need, quality, and cost will be used in the review of each program.</li> <li>• 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.</li> <li>• Reports use the designated format.</li> <li>• The college engages in annual review of general education outcomes</li> </ul> <p>NOTE: Subject to revision based on changes in program review process.</p>	<ul style="list-style-type: none"> <li>• Process description</li> <li>• Program review reports</li> <li>• Individual program review</li> <li>• District's program review schedule</li> </ul>
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<p>11. Program Review/Results (Continued)</p>		<p><b><u>Indicators of Quality:</u></b></p> <p>The following are measures that reflect quality aspects of Program Review/Results Report processes:</p> <ul style="list-style-type: none"> <li>• The college provides a strong foundation of data for analysis to help determine program need, quality, and cost-effectiveness.</li> <li>• The college uses trend data.</li> <li>• Use of data across like program areas is consistent,</li> <li>• Reports show that program costs are appropriate and there is evidence that cost data are analyzed.</li> <li>• The program review process is a collaborative process relying primarily on faculty and using administrative resources.</li> <li>• The program review process is tied to long-range planning.</li> <li>• The college systematically incorporates analyses of key issues and factors into its program review process to keep attune to emerging trends.</li> <li>• Recommendations appropriately address identified weaknesses, and the college has a mechanism to ensure that priority recommendations are adopted and implemented.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>NOTE: Subject to revision based on changes in program review process.</p>	<ul style="list-style-type: none"> <li>• Program review reports</li> <li>• Individual program reviews</li> <li>• District's program review schedule</li> </ul>
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## STUDENT SERVICES/ACADEMIC SUPPORT

1. 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.

- a. Advising and Counseling. The college shall have a comprehensive and organized program of academic advising and career counseling.
- b. Financial Aid. The college shall provide a financial aid program, which provides students with information about and access to available financial support
- c. Placement. The college shall provide job placement services for students.
- d. Support Services. The college shall support services for students

ICCB Rule 1501.403

110 ILCS 49 Higher Education Veterans Services Act

110 ILCS 205/9.16 Underrepresentation of certain groups in higher education

### Indicators of Compliance:

- 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 career counseling for students.
- College provides job placement services for students.
- College has Coordinator of Veterans and Military Personnel Student Services.
- College implements strategies to recruit, retrain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities.

### Indicators of Quality:

- 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
- The college provides training and professional development for academic advising staff
- The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid.

- College catalog/other publications
- Local board policy manual
- Student handbook
- College program review reports
- College website
- Campus facility (e.g. Student Services Center, Financial Aid Office, and various Student Resource Centers)

<b>FINANCE/FACILITIES</b>			
<p>1. 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><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• Agreement between district’s state grant claim (SU and SR) records and information provided on certified mid-term class lists</li> <li>• Documented and verifiable process for determining residency</li> <li>• Documented and verifiable process for proper classification of hours in the credit hour claims submission</li> <li>• Annual district credit hour certification completed timely</li> </ul> <p><b><u>Indicators of Quality</u></b></p> <ul style="list-style-type: none"> <li>• Good interdepartmental communication regarding the impact on the claims process and district policies, procedures, and practices</li> </ul>	<ul style="list-style-type: none"> <li>• ICCB credit hour claim printouts (SU and SR records)</li> <li>• Midterm class lists</li> <li>• Residency classification</li> <li>• Documented Processes</li> <li>• Review of most recent residency verification process (due each year)</li> </ul>
<p>2. 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><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• Existence of long-range plans and contingency plans for reduced state or local tax revenues</li> <li>• Monies in the working cash fund principal have not been used as current revenue.</li> <li>• Interest transferred from working cash fund to education or operations and maintenance funds authorized through separate board resolution.</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>• Trends in past and current operating balances</li> <li>• Magnitudes and trends in indebtedness</li> <li>• Review and integration of long-range financial plans into overall college mission</li> <li>• Review integration of facilities master plan into overall college mission and strategic planning process.</li> <li>• All college departments are included in the financial planning and accountability process.</li> <li>• Board received report on financial conditions of the institution no less than once every three months.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual budgets</li> <li>• External Audits</li> <li>• Uniform Financial Statements</li> <li>• Board Minutes</li> <li>• Strategic Planning documents</li> <li>• District financial records</li> <li>• Facilities Master Plan</li> <li>• Long-range Financial Planning Model</li> </ul>

<p>3. Financial Compliance</p> <p>a. Annual External Audit: The district shall complete an annual external audit.</p>	<p>110 ILCS805/2-16.02  110ILCS805/3-22.1  ICCB Rule 1501/507</p>	<p><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• District files audit on time.</li> <li>• District includes required grant compliance information</li> <li>• District includes Uniform Financial Statements</li> <li>• District audited credit hours matches certification or reconciliation is included in audit</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>• Corrective Action Plan for audit findings has been implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Data and Report Submission records</li> <li>• College Audits</li> </ul>
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<p>4. 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><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• College projects, including locally funded; protection, health, and safety; and state-funded projects have received local board and/or ICCB approval prior to construction, as required.</li> <li>• Existence of a current facilities master plan to support requested projects</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>• Existence of a long-range capital plan including deferred maintenance needs</li> <li>• Periodic review of adequacy of long range capital plan by college management and local board of trustees</li> </ul> <p><b><u>Indicators of Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• Proceeds of PH&amp;S monies (tax levy or bonds) are expended for protection, health, and safety projects only.</li> <li>• Annual protection, health, and safety tax levy does not exceed the total of projects.</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>• Projects are accounted for in a project accounting system that allows for identification of excess PH&amp;S funds in the O&amp;M restricted fund.</li> </ul> <p><b><u>Indicators of Compliance:</u></b></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"> <li>• Facilities Data</li> <li>• Square Footage of Planned Construction and Owned Land (C1.1 &amp; C1.3)</li> <li>• Construction Project Status Report</li> <li>• RAMP (Capitol Budget Request)</li> <li>• S6/S7 Data</li> </ul>	<ul style="list-style-type: none"> <li>• ICCB capital projects records</li> <li>• District construction projects files</li> <li>• Board minutes</li> <li>• District financial records</li> <li>• Campus facilities</li> <li>• Facilities Master Plan</li> </ul> <ul style="list-style-type: none"> <li>• District financial records</li> <li>• District audits</li> <li>• District project files and records</li> <li>• District protection, health, and safety levy</li> </ul> <ul style="list-style-type: none"> <li>• Five Years Data and Report Submission records</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• Selected internal documents maintained by the colleges</li> </ul>
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## INSTITUTIONAL RESEARCH/REPORTING

<p>1. 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 ICCB Rule 1501.406</p>	<p><b><u>Indicators of Compliance:</u></b></p> <p>Data submissions/reports have been received on time.</p> <ul style="list-style-type: none"> <li>• Data submissions are completed accurately and in the required format.</li> <li>• Data in different submissions are consistent.</li> </ul> <p><b><u>Indicators of Quality:</u></b></p> <ul style="list-style-type: none"> <li>• Official college records support data submissions.</li> <li>• College has a documented internal process for data flow and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Data and Report Submission records</li> <li>• Edit and frequency printouts generated by the ICCB</li> <li>• College Internal Data Reporting Procedures document</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Selected internal documents maintained by the colleges, including individual student transcripts</li> </ul>
<p>a. Student Data Reporting</p>	<p>ICCB Rule 1501.201 ICCB Rule 1501.406</p>	<p><b><u>Indicators of Compliance:</u></b></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"> <li>• Noncredit Course Enrollment Data (N1)</li> <li>• Annual Enrollment and Completion Data (A1)</li> <li>• Annual Student Identification Data (ID)</li> <li>• Enrollment surveys</li> <li>• Fall Enrollment Data (E1)</li> <li>• Summer Graduate Reporting for IPEDS GRS Data (GS)</li> <li>• Career and Tech Ed Graduate Follow-up (FS) Data</li> <li>• Annual Students with Disabilities Data (SD)</li> <li>• Annual Course Data (AC)</li> <li>• Annual Completions Data (A2)</li> </ul>	<ul style="list-style-type: none"> <li>• Data and Report Submission records</li> <li>• Edit and frequency printouts generated by the ICCB</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Selected internal documents maintained by the colleges, including individual student transcripts</li> </ul>
<p>b. Faculty Staff/Data Submissions</p>	<p>ICCB Rule 1501.201 ICCB Rule 1501.406</p>	<p><b><u>Indicators of Compliance:</u></b></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"> <li>• Faculty, Staff &amp; Salary Data (C1)</li> <li>• Faculty, Staff &amp; Salary Data (C2)</li> <li>• Faculty Staff &amp; Salary Supplementary Information</li> <li>• Annual Faculty, Staff &amp; Salary Data (C3)</li> </ul>	<ul style="list-style-type: none"> <li>• Data and Report Submission records</li> <li>• Edit and frequency printouts generated by the ICCB</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Selected internal documents maintained by the colleges</li> </ul>

<p>1. General Reporting Requirements (cont.)</p> <p>c. Other Submissions</p>	<p>ICCB Rule 1501.201 ICCB Rule 1501.406</p>	<p><b><u>Indicators of Compliance:</u></b></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"> <li>• Program Review Report</li> <li>• Program Review Listing</li> <li>• Special Initiatives Reports</li> <li>• Underrepresented Groups Report</li> <li>• Hispanic Employment Plan</li> <li>• Asian American Employment Plan</li> <li>• African American Employment Plan Bilingual Needs and Bilingual Pay Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Five years Data and Report Submission records</li> </ul>
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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.
- 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)

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

Report Name	Due Date	1a. Time-lines	1b. Accuracy/Format	1c. Consistency	Comments
<b>Part A. Student Data Reporting</b>					
Noncredit Course Enrollment Data – N1	15-July				
Annual Student Enrollment and Completion Data – A1	1-Aug				
Annual Student Identification Data – ID	1-Sep				
Fall Enrollment Survey Spring Enrollment Survey	1-Oct 15-Feb				
Fall Enrollment Data – E1	1-Oct				
Summer Graduate Reporting for IPEDS GRS Data – GS	1-Nov				
Career and Technical Education Follow-Up Study (FS) Data	30-May				
Annual Students with Disabilities Data – SD	1-Sep				
Annual Course Data – AC	15-Nov				
Annual Completions Data – A2	1-Sep				
<b>Part B. Faculty/Staff Data Submissions</b>					
Faculty, Staff, and Salary Data – C1	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.

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

Faculty, Staff & Salary Data – C2	15-Oct				
Faculty Staff & Salary Supplementary Information	15-Oct				
Annual Faculty, Staff & Salary Data – C3	15-June				

Part C. Other Submissions					
Program Review Report and Listing	1-Aug				
Special Initiatives Grants Report	1-Aug				
Application for Recognition for Specified Colleges	1-Aug				
Underrepresented Groups Report	1-March				
Hispanic Employment Plan	1-Feb				
Asian American Employment Plan	1-Feb				
African American Employment Plan	1-Feb				
Bilingual Needs and Bilingual Pay Plan	1-Feb				
Special Initiative Grants Audit	15-Oct				