

# ICCB STANDARD II

## Student Services & Academic Support Compliance Template

<b>College Name:</b>	
<b>Submission Label:</b>	Standard II- Student Services & Academic Support
<b>Submitted By:</b>	
<b>Date:</b>	

### Standard II Overview

This template integrates the expectations of ICCB Standard II with relevant indicators, checklists, and submission guidelines to support community colleges in demonstrating compliance and maintaining quality in Student Services and Academic Support.

Complete each section (A–E) with a 2–4 paragraph narrative that includes specific examples and bullet points. Responses must be clear, detailed, and reference supporting documentation.

### Governing Authority

Statute / Rule	Reference
<b>ICCB Rule 1501.403</b>	110 ILCS 131 – Higher Education Housing & Opportunities Act
110 ILCS 49 – Veterans Services Act	110 ILCS 805
110 ILCS 205/9.16 – Underrepresentation in Higher Education	110 ILCS 175/100-5 – DERA Reporting
110 ILCS 12 – Campus Security Enhancement Act (2008)	110 ILCS 155/35 – Sexual Misconduct Survey

*Submission Guideline: For each subsection, provide a 2–4 paragraph narrative with supporting examples and bullet points. Responses must demonstrate compliance, measurable success, and program effectiveness.*

I

## Student Support Services

ICCB Rule 1501.403 — Institutions must demonstrate accessible, comprehensive, inclusive student support services.

### Section IA | Advising & Counseling

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

### Compliance Checklist

<input type="checkbox"/> Formal advising structure in place	<input type="checkbox"/> Listed hours of operation — Required (provide as bullet)
<input type="checkbox"/> Multiple advising formats: online, in-person, multilingual (describe in narrative)	<input type="checkbox"/> Student satisfaction data or tracked outcomes

### Supporting Evidence

<input type="checkbox"/> Operating hours (Required)	<input type="checkbox"/> College Catalog
<input type="checkbox"/> Data summaries or reports	<input type="checkbox"/> Student handbook
<input type="checkbox"/> Policies/procedures	<input type="checkbox"/> Campus facility
<input type="checkbox"/> Job descriptions or org charts	<input type="checkbox"/> College webpage screenshots or URLs
<input type="checkbox"/> Flyers, brochures, or promotional materials	<input type="checkbox"/> (Other)

**Narrative Response (2–4 paragraphs with examples and bullet points)**

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**Quality Indicators / Best Practices (list 1–2)**

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### Section IB | Financial Aid

*The college shall provide a financial aid program that gives students information about and access to available financial support.*

### Compliance Checklist

<input type="checkbox"/> Clear eligibility criteria and application process	<input type="checkbox"/> Compliance with Title IV and ISAC regulations
<input type="checkbox"/> FAFSA, scholarship, and appeal advising	<input type="checkbox"/> Online and in-person access to aid services
<input type="checkbox"/> Loan default rate provided — Required	<input type="checkbox"/> Accurate MAP grant disbursement data
<input type="checkbox"/> Support for underrepresented, first-gen, veteran, and low-income students	<input type="checkbox"/> Listed hours of operation — Required

**Narrative Response (2–4 paragraphs with examples and bullet points)**

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<b>Quality Indicators / Best Practices (list 1–2)</b>

### Section IC | Placement Services

*The college should provide job placement services for students.*

#### Compliance Checklist

<input type="checkbox"/> Career services / job placement office operational hours – Required	<input type="checkbox"/> Internship or co-op opportunities (2–3 primary partnership examples)
<input type="checkbox"/> Employer partnerships for job leads (provide 2–3 primary examples)	<input type="checkbox"/> Job boards, workshops, or career fairs offered

<b>Narrative Response (2–4 paragraphs with examples and bullet points)</b>
<b>Quality Indicators / Best Practices (list 1–2)</b>

### Section ID | Comprehensive Student Support Services

*The college shall offer a variety of comprehensive support services including TRIO/grant programs, student activities, athletics, disability services, study abroad, counseling, wellness centers, tutoring, liaisons, veteran services, and mental health supports.*

#### Compliance Checklist

<input type="checkbox"/> Availability & accessibility of all services documented	<input type="checkbox"/> Hours and methods of counseling services listed
<input type="checkbox"/> 2–3 examples of mental health supports provided	<input type="checkbox"/> Compliance with federal and state regulations demonstrated
<input type="checkbox"/> Designated liaisons for specialized support identified	<input type="checkbox"/> Program evaluation and student feedback mechanisms in place

<b>Relevant Legislation — Section ID</b>
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- Higher Education Housing and Opportunities Act ([110 ILCS 131](#))
- Higher Education Veterans Service Act ([110 ILCS 49](#))
- Access to Prescription Drugs Act ([SB 1907](#))
- Benefits Navigator ([PA 102-1045](#))
- Mental Health Early Action on Campus Act ([110 ILCS 4013](#))
- Undocumented Student Liaison ([PA 102-0475](#))

<b>Narrative Response (2–4 paragraphs with examples and bullet points)</b>
<b>Quality Indicators / Best Practices (list 1–2)</b>

### Section IE | Required Reporting

*The college must deliver all required reports on or before specified due dates, adhering to all legally mandated deadlines.*

### Reporting Schedule

Report / Public Act	Statutory Reference	Due Date	Date Submitted
Sexual Misconduct Climate Survey	110 ILCS 155/35	Biennially (year TBD)	
Campus Security Enhancement Act Report	110 ILCS 12	October 30 annually	
Developmental Education Reform Act (DERA)	110 ILCS 175/100-5	Feb 15, 2023; every 2 years thereafter	
Higher Education Housing & Opportunities Act (HOUSE) Annual Report	110 ILCS 131	Annually	
HOUSE Act — Annual Liaison Training Certification	110 ILCS 131	December 1 annually	

<b>Narrative Response (2–4 paragraphs with examples and bullet points)</b>
<b>Quality Indicators / Best Practices (list 1–2)</b>

II

## Student Programming & Co-Curricular Activities

*Institutions must deliver comprehensive co-curricular experiences accessible to all student demographics.*

### Supporting Evidence

<input type="checkbox"/> Operating hours (Required)	<input type="checkbox"/> College Catalog
<input type="checkbox"/> Data summaries or reports	<input type="checkbox"/> Student handbook
<input type="checkbox"/> Policies/procedures	<input type="checkbox"/> Campus facility
<input type="checkbox"/> Job descriptions or org charts	<input type="checkbox"/> College webpage screenshots or URLs
<input type="checkbox"/> Flyers, brochures, or promotional materials	<input type="checkbox"/> (Other)

### Compliance Checklist

<input type="checkbox"/> Programs to engage traditionally underserved populations	<input type="checkbox"/> Civic engagement opportunities (service learning, voting programs)
<input type="checkbox"/> Student orgs and clubs — include: # of orgs, students engaged, purpose (high-level data required)	<input type="checkbox"/> Inclusive access across all student demographics
<input type="checkbox"/> Student government and leadership development opportunities	<input type="checkbox"/>

**Narrative Response (2–4 paragraphs with examples and bullet points)**

**Quality Indicators / Best Practices (list 1–2)**

III

## Admissions & Student Records

*The college shall have a comprehensive admission process encompassing secondary school, specialized, and direct admissions pathways.*

*Admissions practices should address: PLA, Direct Admissions engagement, recruitment practices targeting underserved populations. Student records and transcripts must reflect admission policies and transcript evaluation processes.*

### Supporting Evidence

<input type="checkbox"/> Operating hours (Required)	<input type="checkbox"/> College Catalog
<input type="checkbox"/> Data summaries or reports	<input type="checkbox"/> Student handbook
<input type="checkbox"/> Policies/procedures	<input type="checkbox"/> Campus facility
<input type="checkbox"/> Job descriptions or org charts	<input type="checkbox"/> College webpage screenshots or URLs
<input type="checkbox"/> Flyers, brochures, or promotional materials	<input type="checkbox"/> (Other)

### Compliance Checklist

<input type="checkbox"/> Inclusive admission policies (Direct Admissions, re-entry, special populations)	<input type="checkbox"/> Consistent and transparent student records
<input type="checkbox"/> FERPA compliance protocols documented	<input type="checkbox"/> Veterans and underserved populations specifically addressed

<b>Narrative Response (2–4 paragraphs with examples and bullet points)</b>
<b>Quality Indicators / Best Practices (list 1–2)</b>

IV	<h2 style="margin: 0;">Developmental Education</h2> <p style="margin: 0; font-style: italic; font-size: 0.9em;">The college offers a comprehensive developmental education program supporting students from high school, adult education, and non-traditional pathways.</p>
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### Compliance Checklist

<input type="checkbox"/> Multiple measures used for placement	<input type="checkbox"/> Institutional planning for sustained, evidence-based scaling and continuous improvement
<input type="checkbox"/> Developmental Education model(s) identified — Required	<input type="checkbox"/> Timeliness of reporting maintained

<input type="checkbox"/> Adherence to ICCCP placement score guidelines; updates implemented within 1 year	<input type="checkbox"/> 51%+ of all developmental education courses are alternatives to the traditional model — Required
<input type="checkbox"/> Transparent placement policy posted publicly (including link)	<input type="checkbox"/>

<b>Narrative Response (2–4 paragraphs with examples and bullet points)</b>
<b>Quality Indicators / Best Practices (list 1–2)</b>

*End of ICCB Standard II Compliance Template | Submit as: [College Name]-Standard II*