ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

RECOGNITION MANUAL

for the Illinois Public Community College Districts

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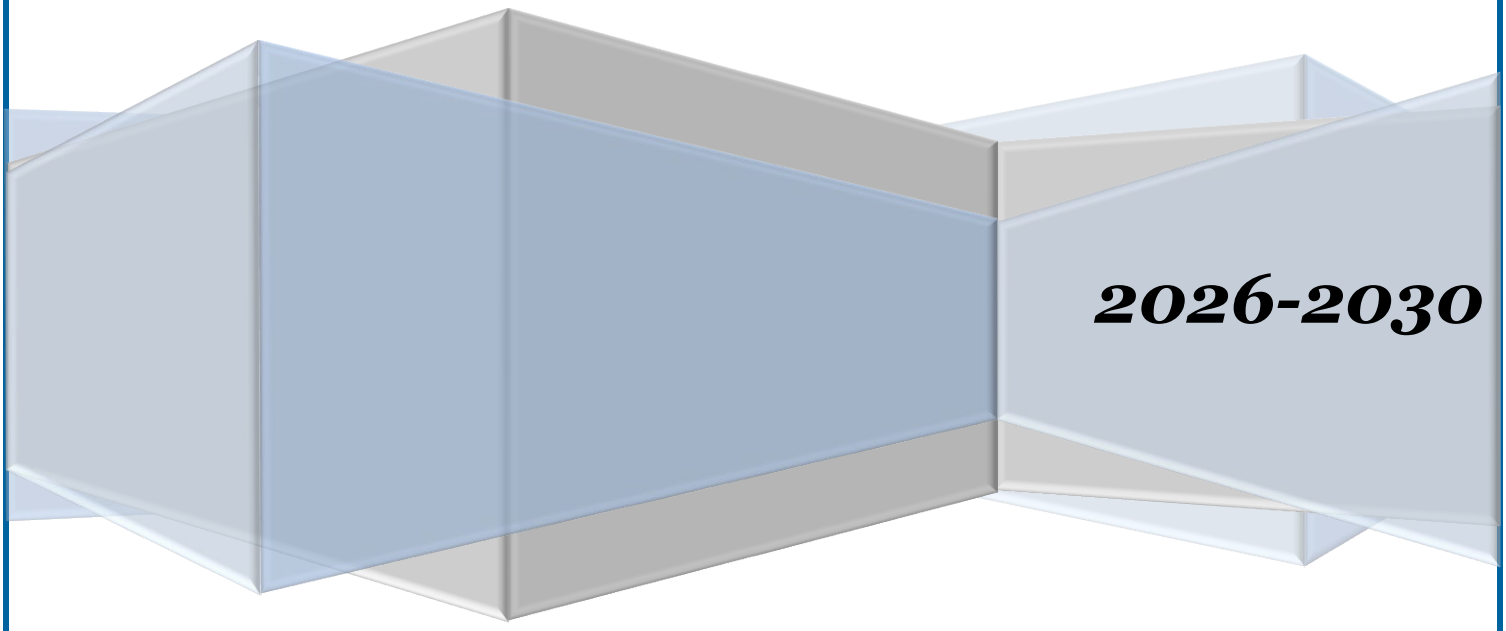

2026-2030

Printed by Authority of the State of Illinois

Illinois Community College Board

RECOGNITION MANUAL FOR THE ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS Years 2026 - 2030

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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 ensure that colleges are in compliance with these standards. All colleges are evaluated on a select number of standards during the same five-year cycle. **In the event that a college has notable findings that require follow-up or monitoring between recognition cycles, additional communication and scheduling will be shared by the Senior Director of Academic Affairs and Instruction (or designated ICCB staff), along with the desired documents/information necessary to ensure compliance**.

ICCB staff makes an assessment on each individual standard and on a holistic 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; **however, colleges are required to provide responses to both compliance and advisory recommendations that are included in Recognition reports**. College responses should indicate what efforts have been or will be made to address and remedy the compliance and advisory recommendations that are noted on the report. 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 2026 - 2030 cycle will be selected from the following broad categories:

I. Academic
II. Student Services/Academic Support
III. Finance/Facilities
IV. Institutional Research/Reporting

Version updates to this manual will be implemented if any relevant changes to the Administrative Code are adopted 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 System Rules Manual available on the ICCB website.
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 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. The ICCB may, in some instances, conduct on-site visits, as deemed appropriate and necessary.

Application

Each district is required to submit an application for recognition in accordance with the provisions of Section 2-15 of the Public Community College 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 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. The college should also review the previous Recognition report to ensure previous issues have been addressed.

Submission Process

The college shall be notified in writing when the process for recognition begins. In this notice, the college will receive instructions as to the submission process. Supplemental information requests will come from the Senior Director for Academic Affairs and Instruction or their designee.

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 does not meet ICCB standards across one or more identified 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 the 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 2026-2030 schedule).

1) This evaluation will be conducted by ICCB staff based on internal ICCB documents and on requests for information, data, and documents from the college.
2) On-site visits, including a required credit hour claims audit visit, will be scheduled.

3) 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.
4) A final report will be presented to the ICCB at its next regularly scheduled board 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.
5) After the final report is approved, there may also be recommendations for follow-up submission required by the college, based on the finding(s) in the final report. **The ICCB Senior Director for Academic Affairs & Instruction will contact the institution's designated Recognition Liaison with further guidance should the college receive a status of "Recognition Continued-with Conditions".**

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[1]

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.

[1] 110 ILCS 208/ Public Community College Act

APPENDIX B
SCHEDULE OF RECOGNITION EVALUATIONS
2026 - 2030*

Dist. No.	District	Recognition Evaluation – Calendar Year				
		2026	2027	2028	2029	2030
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

*Year noted is indicative of the year the college receives notice of beginning of Recognition review

APPENDIX C
RECOGNITION STANDARDS
YEARS 2026 – 2030

Illinois Community College Board **RECOGNITION STANDARDS** **Years 2026 - 2030**			
STANDARD I	**AUTHORITY**	**INDICATORS OF COMPLIANCE/QUALITY**	**ITEMS TO BE EVALUATED**
ACADEMIC			
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.	ICCB Rule 1501.303b (Program Requirements) ICCB Rule 1501.302 (Units of Instruction, Research, and Public Service)	**Indicators of Compliance:** • 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.	• College catalog • ICCB Curriculum Master file
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: a. at least three Illinois public universities, or b. at least three baccalaureate degree-	ICCB Rule 1501.309d1 (Course Applicability) 110 ILCS 150/ Student Transfer Achievement Reform Act 110 ILCS 152/ Illinois Articulation Initiative Act	**Indicators of Compliance:** • The district's AA, AS, AFA, AES, and AAT degree requirements allow only courses that have been articulated for transfer. **Indicators of Quality:** • 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. • The college has adopted a process for reverse transfer of credits.	• College degree requirements and procedures • College catalog • Articulation documentation • Articulation Agreements

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granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer. 3. Academic Control 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. 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.	ICCB Rule 1501.302 Units of Instruction, Research, and Public Service	**Indicators of Compliance:** • The community college maintains full academic control of the unit of instruction including admission, registration, course evaluation, rigor, and standards.	• Instructor Evaluation Policies • ICCB Approved Units of Instruction • Instructor Records
4. Curriculum: The content of the curriculum ensures that the objectives of the unit of instruction will be achieved. a. The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters: 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; 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	ICCB Rule 1501.302 (Units of Instruction, Research, and Public Service)	**Indicators of Compliance:** • The districts AA, AS, AFA, AES, AAS and AGS degrees requirements are within the prescribed limits set forth by statute and Administrative Rules. **Indicators of Quality:** • 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. • Degree offerings are consistent with the career pathway competencies. for students seeking to enter a field of study or that are transferring to a four-year institution.	**ICCB Approved Units of Instruction** • Program Requirements

Illinois Community College Board **RECOGNITION STANDARDS** **Years 2026 - 2030**			
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hours or the quarter credit hour equivalent; 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 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.			
b. Accreditation and Credentialing: i. Appropriate steps have been taken to ensure that accreditation of the unit of instruction will be granted in a reasonable period of time. ii. The unit of instruction 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.		**<u>Indicators of Compliance:</u>** • The unit of instruction meets accreditation and licensure requirements, as appropriate to the specific field. **<u>Indicators of Quality:</u>** • The unit of instruction includes industry-recognized credentials consistent with the discipline or field of study. • Evidence of stackable credentials (certificates and degrees that are fully articulated) within a discipline or field of study. • For Career and Technical Education courses, the unit of instruction was developed with the advice and recommendations of a CTE Advisory committee of employers.	• Evidence of Accreditation for specific units of instruction selected for review; • Evidence of inclusion of industry-recognized credentials (as applicable) for specific units of instruction selected for review.

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STANDARD I	**AUTHORITY**	**INDICATORS OF COMPLIANCE/QUALITY**	**ITEMS TO BE EVALUATED**
ACADEMIC			
5. **Dual Credit:** Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements: a. State Laws and Regulations and Accreditation Standards: All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses. b. Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. i. For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours appropriate to the field of study or in the discipline in which the instructors will be teaching.	ICCB Rule 1501.313 (Dual Credit) ICCB Rule 1501.303 (f) (Program Requirements) Dual Credit Quality Act P.A. 104-0012	**<u>Indicators of Compliance:</u>** • College conforms to all state laws and regulations and accreditation standards • College has a written Dual Credit policy addressing all state laws and regulations. • Faculty hold required credentials • College has Professional Development plans on file • Students enrolled in college-level courses meet the academic requirements of the course • Process for course selection is made in consultation with high school personnel	• Dual Credit Policies • College faculty records / ICCB faculty records • Student records • Articulation agreements / program assignment of courses • Course outlines / syllabi • College faculty / staff records / ICCB faculty records • IAI Course Approval

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ACADEMIC			
ii. For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction. iii. High school instructors teaching dual credit courses who do not meet the faculty credential standards of this subsection (a)(2) to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the college and shared with the State Board of Education. c. Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for			

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reimbursement. d. Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared. e. Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs. 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. 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 the practices of the district.			
6. Partnership Agreements for Dual Credit: A community college district shall, upon the written request of a school district within	ICCB Rule 1501.313 (Dual Credit)	**<u>Indicators of Compliance:</u>** • College conforms to all state laws and regulations and accreditation standards.	• Dual Credit Policies • Professional Development Plan Policies

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the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework. The school district and community college district must designate a liaison and begin negotiations to reach a partnership agreement no later than 60 calendar days after the initial request as specified in P.A. 104-0012. a. The partnership agreement shall minimally include all of the items found in P.A. 104-12 b. a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses consistent with students in traditional credit-bearing college courses. c. Allowance of a high school student who does not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. d. Every post-secondary institution will submit an electronic copy of all dual credit partnership agreements to ICCB within 30 days of the execution or amendment date. These partnership agreements will be published on the ICCB's website as specified in P.A. 104-0012.	Dual Credit Quality Act P.A. 104-0012	• College has a written policy addressing partnership agreements, disagreements, and appeal processes. • College has a written policy addressing Professional Development Plans. • College has a designated Dual Credit liaison. • College has a partnership agreement with all high school districts where dual credit coursework is being provided. • College has a mechanism in place for evaluating and documenting student performance. • College submits all new, renewed, or amended partnership agreements to ICCB for publication.	• Partnership Agreements • Professional Development Plans • Student data • Self-Study

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7. Assessment Plans: A system of evaluating and recording student performance in courses shall be in effect as a per district policies and shall be available for review. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable 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.	ICCB Rule 1501.405 (Student Evaluation)	**Indicators of Compliance:** • 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.	• College placement policies and cutoff scores • Program review reports • College catalogs • Applications for new programs • College self-study • College instructional program assessment policies
8. Student Evaluation: A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review.	Section 1501.405 (Student Evaluation)	**Indicators of Compliance:** • The college has a policy in place for evaluating and recording student performance in courses.	
9. 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. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate	ICCB Rule 1501.303(f) (Program Requirements)	**Indicators of Compliance:** • Faculty preparation is in accordance with ICCB rule. **Indicators of Quality:** • College has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy. • Instructional materials are created accessible to persons with disabilities and electronic versions are available in a centralized location.	• ICCB Faculty and Staff records • College records • Self-Study • Faculty/Staff Handbooks

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ACADEMIC			
credentials and demonstrated teaching competencies at the college level. For transfer courses [1.1 PCS (in the ICCB Program Classification System)], these qualifications shall include a minimum of a master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.			

10. Cooperative Agreements and Contracts: Cooperative agreements may be established for the purpose of providing more accessible instructional services to students and increasing efficiency in the use of education resources.
a. Inter-District Cooperative Agreements for Instruction. A community college district may enter into inter-district 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.
b. Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois community Colleges Online. The cooperative agreement shall specify that the programs/course will be approved as program/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such.
	Section 1501.307 (Cooperative Agreements)
	
	110 ILCS 805/6-1.5
		Indicators of Compliance:
		• All Cooperative Agreements have been approved by the ICCB.
		• Cooperative agreements are current and reflect existing practices.
		
		Indicators of Quality:
		• Cooperative agreements enhance student access, meet labor market needs and meet programmatic needs for the region.
		• Information provided in the college catalog is consistent with the information that is provided on the college's website (if applicable)
		• All information regarding the CAREER Agreement (of which all 39 districts are a part) is accurate in both the college catalog and on the college's website. This includes the following:
		  • Information on chargebacks
		  • Participating institutions
			• Copies of or links to Cooperative Agreements & Contracts
			• College Catalog (applicable page(s) should be noted)
			• Any other applicable web link(s)

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ACADEMIC			
11. Program Review Process 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. b. The minimum criteria for program review shall be program need, program cost, and program quality. c. Each college shall submit to the ICCB by September 1 each year a program review report of its previous year's program review findings and subsequent action steps in a format designated by the ICCB in the Program Review Manual. d. The review of academic disciplines, student and academic support, cross-disciplinary instruction (developmental education, adult education, English as a Second Language, and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB. e. The Review of General Education Outcomes shall be scheduled annually but may focus each year on areas specified by the ICCB.	ICCB Rule 1501.303d (Review and Evaluation of Programs) ICCB Program Review Manual	**<u>Indicators of Compliance:</u>** • The college's written process description documents a systematic, college wide process. • Supporting data used to conduct the review reflect a systematic approach. • The college follows the 5-year Program Review Schedule. If exceptions were granted, the college maintains ICCB approval in writing. The college will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designated by ICCB. • Criteria of need, quality, and cost will be used in the review of each program. • Disaggregated data to analyze student enrollment and performance is utilized to inform program improvement and address issues of equity. • Reports use the designated format. • Annual review of appropriate academic discipline. NOTE: Subject to revision based on changes in program review process. **<u>Indicators of Quality:</u>** The following are measures that reflect quality aspects of Program Review process: • The college provides a strong foundation of data, including trend data, for analysis to help determine program need, quality, and cost-effectiveness, as well as to determine issues of equity. • Use of data across like program areas are consistent, as appropriate. • 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.	• Process description • Program review report submissions • • ICCB feedback letters • District's program review schedule • Program review reports • Individual program reviews • District's program review schedule

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ACADEMIC			
		• The program review process is tied to long-range planning. • Recommendations appropriately address identified weaknesses, and the college has a mechanism to ensure that priority recommendations are adopted and implemented. • In assessing CTE or vocational skills program quality, the college takes into consideration occupational skills standards and competencies, 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 advisory committees to assess program quality and determine if modifications are needed to meet the needs of employers, signifying deep employer engagement. • Students are engaged in the program review process. NOTE: Subject to revision based on changes in program review process.	

Illinois Community College Board

RECOGNITION STANDARDS
Years 2026 – 2030

STANDARD II	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
STUDENT SERVICES/ACADEMIC SUPPORT			
1. **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. The college should demonstrate that these programs are accessible to all populations of students and stakeholders. 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 offer 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 110 ILCS 131 Higher Education Housing and Opportunities Act 110 ILCS 805/3-29.14	**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 and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans. • College has identified liaison to work with homeless and housing insecure students or students in care. • College has identified a Dream Resource Liaison. • College implements strategies to recruit, retain, 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)

Illinois Community College Board

RECOGNITION STANDARDS
Years 2026 – 2030

STANDARD II	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
STUDENT SERVICES/ACADEMIC SUPPORT			
2. Student Programming, Co-Curricular Activities and Academic Support for Students: a. ICCB expected that institutions will provide holistic experiences for students that support learning inside and outside of the classroom. The college should demonstrate that these programs are accessible to all populations of students and stakeholders. Services are available to students outside of those required by Administrative rule. These may include, but are not limited to, grant programs, student activities, athletics, study abroad, counseling, wellness centers or tutoring.	ICCB Rule 1501.403 110 ILCS 49 Higher Education Veterans Services Act 110 ILCS 205/9.16 Underrepresentation of certain groups in higher education ICCB Rule 1501.302 ICCB Rule 1501.303 ICCB Rule 1501.311 ICCB Rule 1501.405	**Indicators of Compliance:** • College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities. **Indicators of Quality:** • Student Programming and Support Service 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 website and computer-based software technologies are accessible to persons with disabilities • The college provides on-going training and professional development for professional 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)
3. Admission of Students and Student Records a. The college shall have a comprehensive admission process that encompasses students who are severed from a secondary school, dual credit admission or other specialized admission programs. b. Student records and transcripts should reflect admission policies and transcript evaluation. c. The college shall participate in the statewide Direct Admissions initiative, including use of the state-designated application platform for acceptance of incoming students and implementation of processes to inform eligible community college transfer students of the opportunity to participate and facilitate student opt-in.	ICCB Rule 1501.402 ICCB Rule 1501.311 ICCB Rule 1501.404 110 ILCS 49 Higher Education Veterans Services Act 110 ILCS 205/9.16 Underrepresentation of Certain Groups in Higher Education ICCB Rule 1501.313 (Dual Credit)	**Indicators of Compliance** • College has a comprehensive and organized program for admission to programs and courses. • The college has a policy and procedures in place for Prior Learning Assessment and reflects all required policy components. • College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans. • 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.	• 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)

Illinois Community College Board **RECOGNITION STANDARDS** **Years 2026 – 2030**			
STANDARD II	**AUTHORITY**	**INDICATORS OF COMPLIANCE/QUALITY**	**ITEMS TO BE EVALUATED**
STUDENT SERVICES/ACADEMIC SUPPORT			
		• College participates in the statewide Direct Admissions initiative, including use of the state-designated application platform and implementation of procedures to inform eligible transfer students of the opportunity to participate and facilitate the student opt-in process. **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 website 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. • The college effectively utilizes the state-designated application platform to streamline the admissions process for high school students, improve access to admission opportunities, and support students in transitioning to college. • The college integrates Direct Admissions into academic advising, transfer planning, and student outreach to promote awareness, encourage eligible transfer students to opt in, and support informed transfer decisions. • The college responds effectively to deadlines and requirements set by ICCB to ensure full participation in the Direct Admissions process.	

Illinois Community College Board

RECOGNITION STANDARDS
Years 2026 – 2030

STANDARD II	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
STUDENT SERVICES/ACADEMIC SUPPORT			
4. **Support Services Reporting and Compliance:** a. College has submitted appropriate institution plans reflecting support to students, faculty and staff. Plans indicate how the college will support students, faculty, and staff across required areas. b. College has identified all liaisons as indicated by relevant statue c. Collee has submitted and implemented its Equity Plan	110 ILCS 205/9.16 Underrepresentation of Certain Groups in Higher Education 110 ILCS 175/ Developmental Education Reform Act 110 ILCS 155/35 Sexual Misconduct Climate Survey 110 ILCS 12/1 Campus Security Enhancement Act 110 ILCS 131 Higher Education Housing and Opportunities Act	**<u>Indicators of Compliance</u>** • 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. • College has completed required training, surveys, and data gathering to implement required activities. • College has designated all appropriate liaisons as indicated by statue. • College participated in SUCCESS Program and other Equity Plan related activities	• College Equity Plan • Developmental Education Report • Mental Health Annual Report • Campus Safety Plan • Sexual Misconduct Survey • HOUSE Act Report

Illinois Community College Board **RECOGNITION STANDARDS** **Years 2026 – 2030**			
STANDARD III	**AUTHORITY**	**INDICATORS OF COMPLIANCE/QUALITY**	**ITEMS TO BE EVALUATED**
FINANCE/FACILITIES			
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.	Section 2-16 of the Act ICCB Rule 1501.507 (Credit Hour Claims) ICCB Rule 1501.501 (Definition of Terms)	**Indicators of Compliance:** • 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 **Indicators of Quality** • Good interdepartmental communication regarding the impact on the claims process and district policies, procedures, and practices	• ICCB credit hour claim printouts (SU and SR records) • Midterm class lists • Residency classification • Documented Processes • Review of most recent residency verification process
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.	ICCB Rule 1501.502 (Financial Planning) Sections 3-33.5, 33.6 and 33.6a of the Act (Working Cash)	**Indicators of Compliance:** • 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. **Indicators of Quality:** • Trends in past and current operating balances • Magnitudes and trends in indebtedness • 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.	• Annual budgets • External Audits • Uniform Financial Statements • Board Minutes • Strategic Planning documents • District financial records • Facilities Master Plan • Long-range Financial Planning Model

Illinois Community College Board

RECOGNITION STANDARDS
Years 2026 – 2030

STANDARD III	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
FINANCE/FACILITIES			
3. Financial Compliance. Annual External Audit: The district shall complete an annual external audit.	110 ILCS 805/2-16.02 110 ILCS 805/3-22.1 ICCB Rule 1501.503 (Audits)	**Indicators of Compliance:** • District files audit on time. • District includes required grant compliance information • District includes Uniform Financial Statements • District audited credit hours matches certification or reconciliation is included in audit **Indicators of Quality:** • Corrective Action Plan for audit findings has been implemented.	• Data and Report Submission records • College Audits
4. Facilities a. When completed, each project shall be certified by a licensed architect or engineer as having been constructed within the budget and having met applicable plans, codes and specifications.	110 ILCS 805/2-12c ICCB Rule 1501.602 (Approval of Capital Projects) ICCB Rule 1501.603 (State-Funded Capital Projects) ICCB Rule 1501.604 (Locally Funded Capital Projects) ICCB Rule 1501.607 (Reporting Requirements) ICCB Rule 1501.608 (Approval of Projects from 110 ILCS 805/3.20.3.01) ICCB Rule 1501.609 Completion of Projects from 110 ILCS 805/3.20.3.01)	**Indicators of Compliance:** • College projects, and state-funded projects have received local board approval. • Existence of a current facilities master plan **Indicators of Quality:** • 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	• Board minutes • District financial records • Campus facilities maintenance/deferred maintenance tracking • Facilities Master Plan
b. 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.	110 ILCS805/3-	**Indicators of Quality:** • Projects are accounted for in a project accounting system that allows for identification of excess PH&S funds in the O&M restricted fund. **Indicators of Compliance:** • Data submissions/report for the following have been received on time and are completed accurately and in the required format:	• District financial records • District audits • District project files and records • Five Years Data and Report Submission records

Illinois Community College Board **RECOGNITION STANDARDS** **Years 2026 – 2030**			
STANDARD III	**AUTHORITY**	**INDICATORS OF COMPLIANCE/QUALITY**	**ITEMS TO BE EVALUATED**
FINANCE/FACILITIES			
	20.3.01 110 ILCS-805/2-12f ICCB Rule 1501.201 (Reporting Requirements) ICCB Rule 1502.510 (Reporting Requirements) ICCB Rule 1501.607 (Reporting Requirements)	• Facilities Data • RAMP (Capital Budget Request)	**Optional:** • Selected internal documents maintained by the colleges
5. Employment Contracts a. Employment contract limitations This Section applies to employment contracts entered into, amended, renewed, or extended after the effective date of this amendatory Act of the 99th General Assembly. This Section does not apply to collective bargaining agreements. b. Employment contract transparency This Section applies to the employment contracts of the president or all chancellors of the community college entered into, amended, renewed, or extended after the effective date of this amendatory Act of the 99th General Assembly. This Section does not apply to collective bargaining agreements.	110 ILCS 805/3-65 5 ILCS 415/10 Section 1501.803 110 ILCS 805/3-70 110 ILCS 805/3-75 Section 1501.804	**Indicators of Compliance:** • Contract length, severance, • Approval in open board meeting • Public notice **Indicators of Quality:** • Annual performance review **Indicators of Compliance:** • Contract length, severance, • Final Action/Approval in open board meeting • Public notice, compliance with Open Meetings Act **Indicators of Quality:** • Annual performance review • Board Minutes, board packets, annual performance criteria	• Employment contracts • Terms/Severance under contracts • Length of contracts • Annual performance criteria • Public Notices

Illinois Community College Board

RECOGNITION STANDARDS
Years 2026 – 2030

STANDARD IV	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
INSTITUTIONAL RESEARCH/REPORTING			

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.
a. Student Data Reporting
b. Faculty Staff/Data Submissions
c. Other Submissions
	ICCB Rule 1501.201 (Reporting Requirements)
	
	ICCB Rule 1501.406 (Reporting Requirements)
	
	ICCB Rule 1501.201 (Reporting Requirements)
	
	ICCB Rule 1501.406 (Reporting Requirements)
	
	ICCB Rule 1501.201 (Reporting Requirements)
	
	ICCB Rule 1501.406 (Reporting Requirements)
	
	ICCB Rule 1501.201 (Reporting Requirements)
	
	ICCB Rule 1501.406 (Reporting Requirements)
		Indicators of Compliance:
		• Data submissions/reports have been received on time.
		• Data submissions are completed accurately and in the required
		• Data in different submissions are consistent.
		• Indicators of Quality:
		• Official college records support data submissions.
		• College has a documented internal process for data flow and reporting
		
		Indicators of Compliance:
		• Data Submissions/report for the following have been received on time and are completed accurately and in the required format.
		• Noncredit Course Enrollment Data (N1)
		• Annual Enrollment and Completion Data (A1)
		• Annual Student Identification Data (ID)
		• Enrollment surveys
		• Fall Enrollment Data (E1)
		• Summer Graduate Reporting for IPEDS GRS Data (GS)
		• Annual Course Data (AC)
		• Annual Completions Data (A2)
		
		Indicators of Compliance:
		• Data Submissions/report for the following have been received on time and are completed accurately and in the required format:
		  • Faculty, Staff & Salary Data (C1)
		  • Faculty Staff & Salary Supplementary Information
		  • Annual Faculty, Staff & Salary Data (C3)
		  • Hispanic Employment Survey
		  • Asian American Employment Survey
			• Data and Report Submission records
			• Edit and frequency printouts generated by the ICCB
			• College Internal Data Reporting Procedures document
			
			Optional:
			• Selected internal documents maintained by the colleges, including individual student transcripts
			
			• Data and Report Submission records
			• Edit and frequency printouts generated by the ICCB
			
			Optional:
			• Selected internal documents maintained by the colleges, including individual student transcripts
			
			• Data and Report Submission records
			• Edit and frequency printouts generated by the ICCB
			
			Optional:
			• Selected internal documents maintained by the colleges
			
			• Five years Data and Report

Illinois Community College Board

RECOGNITION STANDARDS
Years 2026 – 2030

STANDARD IV	AUTHORITY	INDICATORS OF COMPLIANCE/QUALITY	ITEMS TO BE EVALUATED
INSTITUTIONAL RESEARCH/REPORTING			
		• Native American Employment Survey • African American Employment Survey • Bilingual Needs and Bilingual Pay Survey **Indicators of Compliance:** • Data Submissions/report for the following have been received on time and are completed accurately and in the required format: • Special Initiatives Reports • Underrepresented Groups Report	Submission records

College Name (XXX) – Recognition Research and Analytics

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(07/15)***					
Timeliness					
Duplicated Head Count					
Unduplicated Head Count					
# Error Codes in Final Submission					
# Critical Errors in Final Submission					
% Records with Errors in Final Sub.					
% Unknown Age in Final Submission					
% Unknown Ethnicity in Final unknown					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(08/01)***					
Timeliness					
Head Count (total incl. 0 hrs enroll)					
Discrepancy between A1 & CD					
# Error Codes in Final Submission					
# Critical Errors in Final Submission					
% Records with Errors in Final Sub.					
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)					
% Subsidized Stafford Recipients in Final Sub. (code 2)					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Completed by ICCB's Research and Analytics Division as a part of Recognition Process

College Name (XXX) – Recognition Research and Analytics

Annual Completions Data (A2)

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(09/01)***					
Timeliness					
Record Count (duplicate completions)					
# Error Codes in Final Submission					
# Critical Errors in Final Submission					
% Records with Errors in Final Sub.					
% Unknown Ethnicity in Final					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Annual Student ID Submission (ID)

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission **(09/01)***					
Timeliness					
Head Count in Final Submission					
Discrepancy between A1 & ID					
# Students reported with missing first or last name					
# Error Codes in Final Submission					
# Critical Errors in Final Submission					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Annual Course Data (AC)

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(09/01)***					
Timeliness					
# Error Codes in Final Submission					
# Critical Errors in Final Submission					
% Records with Errors in Final Sub.					

Completed by ICCB's Research and Analytics Division as a part of Recognition Process

College Name (XXX) – Recognition Research and Analytics

% Dual Credit in Final					
% Remedial (PCS 14) in Final					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Fall Term Enrollment Data (E1)

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(10/01)***					
Timeliness					
Head Count in Final Submission					
Discrepancy between E1 & Survey					
# Error Codes in Final Submission					
# Critical Errors in Final Submission					
% Records with Errors in Final Sub.					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(10/01)***					
Timeliness					
Head Count					
Discrepancy between E1 & Survey					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission **(11/01)***					
Timeliness					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Completed by ICCB's Research and Analytics Division as a part of Recognition Process

College Name (XXX) – Recognition Research and Analytics

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(11/15)***					
Timeliness					
# Error Codes in Final Submission					
# Critical Errors in Final Submission					
% Records with Errors in Final Sub.					
% Unknown Employment Class (8)					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(11/15)***					
# Submissions to Final					
Timeliness					

***Final due date and number of submissions align with ICCB Data Due website.**

African American Employment Plan Survey

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission Varies See Note*					
Timeliness					

***Final due date and number of submissions align with ICCB Data Due website.**

Asian American Employment Plan Survey

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year ***of Data***	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/10/24	12/05/23	12/12/22	01/13/22	12/09/20
Timeliness	on time	on time	on time	on time	on time

***Final due date and number of submissions align with ICCB Data Due website.**

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**

Completed by ICCB's Research and Analytics Division as a part of Recognition Process

College Name (XXX) – Recognition Research and Analytics

Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission Varies See Note*					
Timeliness					

***Final due date and number of submissions align with ICCB Data Due website.**

Hispanic Employment Plan Survey

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission Varies See Note*					
Timeliness					

***Final due date and number of submissions align with ICCB Data Due website.**

Native American Employment Plan Survey

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission Varies See Note**					
Timeliness					

***Final due date and number of submissions align with ICCB Data Due website.**

Spring Semester Enrollment Survey

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission **(02/15)***					
Timeliness					

***Final due date and number of submissions align with ICCB Data Due website.**

Annual Faculty, Staff & Salary Data (C3)

Fiscal Year Collected	**2026**	**2025**	**2024**	**2023**	**2022**
Fiscal Year ***of Data***	2025	2024	2023	2022	2021
Final Submission – **(6/15)***					
Timeliness					
# Error Codes in Final Submission					
# Critical Errors in Final Submission					
% Records with Errors in Final Sub.					
% Unknown Ethnicity** in Final					

Completed by ICCB's Research and Analytics Division as a part of Recognition Process

% Unknown Employment Class (8)					

***Final order of rows above subject to adjustment to align with ICCB edit and frequency reports. Final due date and number of submissions align with ICCB Data Due website.**

Completed by ICCB's Research and Analytics Division as a part of Recognition Process

APPENDIX D
APPLICATION FOR RECOGNITION

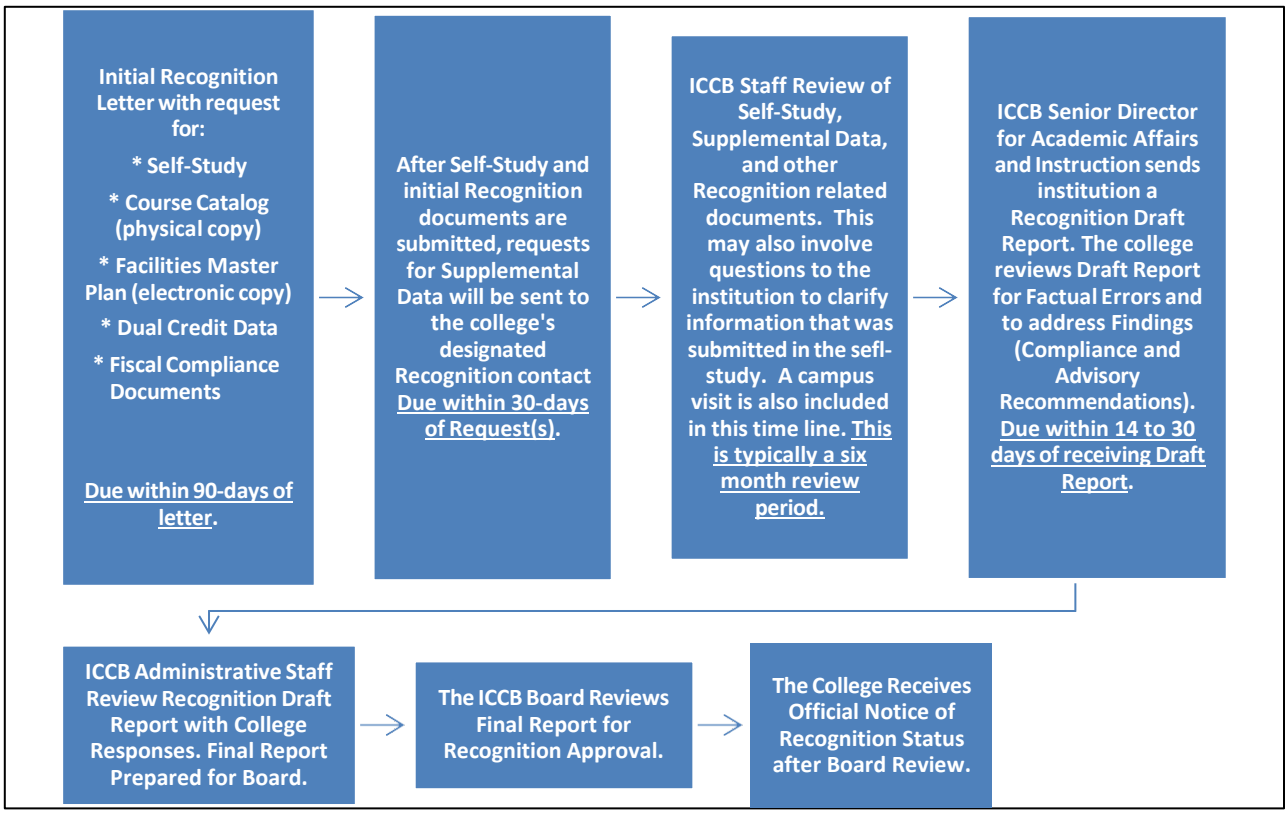
Each district is required to submit an application for recognition in accordance with the provisions of Section 2-15 of the Act. The application should include:

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. The college should also review the previous Recognition report to ensure previous issues have been addressed.
   - Procedure/Items Reviewed
   - Findings
   - Correction Action Plan, if necessary

The application must be received within 90 days of 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. Board Policy Manual
2. Collective Bargaining Agreements for Full- and Part-time Faculty
3. Program review process
4. College Catalog – *Hard copy is required*
5. College dual credit policy
6. College instructional program assessment policy
7. College Multi-year Financial Planning Document(s)
8. Copies of, or links to, all Cooperative Agreements and Contracts (if applicable)
9. Dual Credit Qualifications: (Faculty table) and (Student instructions)
10. Facilities Master Plan – *Electronic copy is required*
11. Faculty Handbook
12. Internal Data Reporting Procedures document
13. Student Handbook
14. A written procedure of the residency verification process filed with the ICCB.
15. For dual credit/dual enrollment (dc/de): a written procedure and process for self-auditing the data (quality review), a sample student class list, and sample student enrollment forms dc/de students.
16. A list of any special codes used on the midterm class list and final grade sheet. Please include all codes on these documents with explanations to understand the identifying codes for course sections.
17. A copy of midterm certification instructions sent to faculty with the midterm class list. Please clarify whether this process is paper or electronic and provide the actual certification statement for review.

18. Provide a discussion of the sources and uses of restricted funds that support faculty salaries, including grants and other restricted funding sources, and describe how these funds are applied to faculty compensation costs.
19. A written procedure describing how the college identifies and excludes students from credit hour claims when a student repeats a course; this should include the staff responsibilities as well as any automated/system processing. The repeat-course conditions are identified in 23 Ill. Adm. Code 1501.507(c)(6)(A)-(E). The response should address each condition, system functionality, and business rules as appropriate. Please do not provide programming code.
20. A written explanation of how the college identifies and handles each of the exceptions to ICCB credit hour funding identified in 23 Ill. Adm. Code 1501.507(d)(1)-(7). The response should explain the process used to prevent ineligible credits from being included in the college's credit hour claims, addressing automated/system functions, and staff responsibilities for those seven exceptions as appropriate. Please do not provide programming code.
21. A summary of each tuition reciprocity agreement or similar arrangement that authorizes special tuition and fee rates charged to students (in-district, out-of-district, out-of-state, board approved variable rates, etc.).
22. A description of the college's use of cooperative agreements, excluding agreements for dual credit or dual enrollment of high school students. Please indicate the number of students in the most recently concluded academic year (AY) attending as "received" students from another district and "sent" students to another district (please indicate AY reported).
23. A list of all employees and their titles with contracts or agreements entered into, amended, renewed, or extended to be approved by the Board for employment at the college (excluding collective bargaining and vendor agreements). Please provide templates (blank copies) of the standard contracts or agreements used for those staff (typically these are the president and vice presidents but may include other personnel as colleges' structures vary). For the college president and any chancellors, please provide copies of the current contracts or agreements entered into, amended, renewed, or extended and also provide a copy of agenda with the board item for that proposed contract and indicate the date the contract (and, if relevant, the draft contract) was posted to the website.



1. Colleges can expect to receive the Initial Recognition Letter within roughly 1-year of their current Recognition Certificate expiration date. **The initial letter will be from ICCB Senior Director for Academic Affairs and Instruction on behalf of the Executive Director of ICCB to the college's President and designated Recognition Liaison. During this process, colleges will want to closely review the letter which includes the due date for the Self-Study, Course Catalog (physical copy) and Facilities Master Plan (electronic copy) as each must be submitted. Additionally, the initial letter will include a link to the Recognition manual** and related requests for Dual Credit Data. These documents are due within 90-days of the Initial Recognition Letter.
2. Once the Self-Study and other related documents are submitted, ICCB staff may request additional supplemental data; and the ICCB Fiscal Compliance staff will schedule a time to visit with the college. All supplemental data must be provided 30 days after the initial request to the college's designated Recognition contact person.
3. The ICCB reviews a number of colleges as a part of the Recognition process each year. The extensiveness for these reviews typically takes six months in order for the Recognition-DRAFT REPORT to be completed. The draft report is then sent to the college president by ICCB's Senior Director for Academic Affairs and Instruction.
4. The Recognition-DRAFT REPORT may contain findings (Compliance Recommendations and/or Advisory Recommendations), each of which must be addressed by the college along with plans to resolve any issues that have been

identified. If the draft report contains a finding that the college believes to be a Factual Error, they should provide a response as appropriate. The college has 14 days to provide responses to Factual Errors and 30 days to provide responses to Compliance Recommendations and Advisory Recommendations.

5. The ICCB administration will review any Factual Errors that have been identified, along with the college's plans to address other findings. (In cases of legitimate Factual Errors, they are removed from the report). The draft report is then updated to reflect as the Recognition-FINAL REPORT.
6. The ICCB will review Recognition-FINAL REPORT at the next scheduled board meeting for decisions on the related college(s) Recognition status.
7. The related college(s) will be notified of Recognition status, following the board decision with letter(s) and certificate(s) as determined. **The ICCB Senior Director for Academic Affairs & Instruction (or designee) will contact the institution's designated Recognition liaison with further guidance based on the college's Recognition status.**