

ILLINOIS VALLEY COMMUNITY COLLEGE

Fiscal Year 2009 Recognition Self-Evaluation
Concerning Compliance with Selected ICCB Standards

September 2008

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**Illinois Community College Board
RECOGNITION STANDARDS
FISCAL YEAR 2009**

STANDARD	INDICATORS OF COMPLIANCE/QUALITY
1. INSTRUCTION	
<p>1a. Degrees and Certificates</p> <p>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><u>Indicators of Compliance:</u></p> <p>a) The college awards associate degrees and certificates in accordance with units of instruction approved by the ICCB.</p> <p><u>Procedure:</u> The IR office randomly selected 110 student transcripts for graduates in degree and/or certificate programs for FY04-FY08. Transcripts were evaluated using the degree audit system for compliance with graduation requirements and proper identification of the degree/certificate on the transcript. Those students earning CNA certificates or Truck Driver Training certificates were evaluated manually due to the simplicity of the program. For students with multiple graduations, the degree or certificate earned in the term indicated on the random selection sheet was evaluated.</p> <p><u>Findings:</u> All 110 students were in compliance and met all requirements for the degree or certificate conferred. However, there were 5 students with waivers not in the automated degree audit system and 6 Sheridan Correctional students who have no degree audit in the system.</p> <p><u>Action:</u> <i>The graduation process includes multiple double-checks, which is evident by the 100% compliance. However, the Degree Audit team membership has declined to 2 members, which is part of the reason that all of the electronic waivers have not been entered into the system. It is being recommended that the team increase its membership within the next 2 years to a total membership of at least 5. This timeline is extended because of the large amount of training necessary for team members.</i></p>

<p>1a. Degrees and Certificates (continued)</p>	<p>b) All degrees and certificates will meet credit hour ranges and general education requirements for new programs.</p> <p><u>Procedure:</u> Admissions and Records reviewed all programs in the 2005-2007 and 2007-2009 catalog to determine if all degrees listed were compliant with the January 2008 Program Approval Manual.</p> <p><u>Findings:</u> All areas were in compliance for each of the transfer degrees—with some of our requirements being at or higher than the required hours. In the general guidelines for associate degrees, there were two areas that needed further clarification (see action below) to determine compliance. All areas were in compliance for the AAS degrees. Reviewed three transfer degrees, 20 AAS degrees, and 41 certificates using the basic structure in both of the catalogs and the guidelines in the ICCB Program Approval Manual.</p> <p><u>Action:</u> <i>Found clarification for the following gray areas:</i></p> <ul style="list-style-type: none"> • <i>For Admission Requirements for Transfer Degrees (ICCB Program Approval Manual, page 186 and found clarifying information in the Program Manual, page 193.): Community colleges can use high school transcripts, placement tests or remedial or college coursework taken prior to the time a student applies for admission to a transfer to meet these requirements and must be taken prior to transfer. We are in compliance in this area.</i> • <i>For GPA required for Graduation - the ICCB Manual states a 2.5 is required for graduation for teacher preparation programs. This is not a graduation requirement for IVCC, but is required at the point of transfer. All education guidesheets provided by counseling state this as a minimum requirement for entrance into the teacher preparation program at the transfer level.</i>
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**1a. Degrees and Certificates
(continued)**

c) Programs that are not in the catalog and in which the college is not enrolling students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File.

Procedure: Generated a list of all academic programs (active and inactive). Compared this list to the ICCB Curriculum Master File. Checked all inactive programs for any students enrolled in the program.

Findings: The listings for the Active list from ICCB were a 100% match with what is in our Colleague System. A list of students in inactive programs generated a list of 13 students. Each student was examined, with results on the individual sheets.

Action: *The Career Education office has a quarterly process for checking and verifying that the programs are in-line with what is reported to the ICCB. This is evidenced by the 100% match of our listed programs with the ICCB listed programs.*

For the 13 students, all had their program ended and a new program was added, if necessary. This process will become one of our regular data-cleanup items on a yearly basis to ensure accurate programs for students.

<p>1b. Articulation</p> <p>Course 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><u>Indicators of Compliance:</u></p> <p>a) The district's AA, AS, AFA, AES, and AAT degree requirements allow only courses that have been articulated for transfer.</p> <p><u>Procedure:</u> IVCC offers several baccalaureate transfer degrees to include the Associate of Arts, Associate of Science, Associate of Engineering Science, and Associate of Arts in Teaching in the major of Early Childhood Education; all of which are designed to meet lower-division baccalaureate degree requirements.</p> <p><u>Findings:</u> The college supports and is a member of the Illinois Articulation Initiative (IAI) system that is designed to meet lower-division baccalaureate requirements, and adheres to rigorous approval standards for accepted, articulated courses.</p> <p><u>Action:</u> <i>No action required.</i></p>
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<p>1b. Articulation (continued)</p>	<p>Indicators of Quality:</p> <p>a) The college has adopted the general education core for its baccalaureate transfer degrees.</p> <p>Procedure: Members of the college’s curriculum Committee, Faculty, and Deans have reviewed the general education core and are currently assessing the general education goals for its baccalaureate transfer degrees.</p> <p>Findings: IVCC is an active member of the Illinois Articulation Initiative and follows the approval process for statewide, articulated general education courses. This process adheres to the following guidelines and procedures: only courses approved by the general education panels of the Illinois Articulation Initiative are allowed to be listed as IVCC’s general education core; a syllabus of every course that IVCC has that is coded as 1.1, or as a general education listing, is sent to the majority of senior universities to which our students transfer for articulation; at least three Illinois public universities must approve, in writing (Form 13), that they will accept IVCC’s courses before IVCC will offer the course; only courses approved by the IVCC Curriculum Committee will be articulated; courses articulated to meet IAI GECC requirements must past the standards set for the course before approval is submitted to the appropriate IAI panel; and yearly updates take place in order to determine any curriculum or course changes related to course articulation.</p> <p>Action: <i>IVCC will continue to be an active participant in the IAI and fully comply with recommendations and processes set forth by ICCB and IBHE.</i></p>
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**1b. Articulation
(continued)**

b) The college has adopted the major-specific curriculum models for its baccalaureate/transfer degree majors to facilitate transfer to corresponding baccalaureate programs.

Procedure: The Transfer Coordinator, members of the College's Curriculum Committee, Faculty, and Deans ensure IVCC participation in major-specific curriculum models for seamless transfer by reviewing all relative compliance factors and degree of participation in major specific curriculum models that facilitate a seamless transfer to corresponding baccalaureate degree majors.

Findings: IVCC is an active member of the Illinois Articulation Initiative and adheres to all major-specific guidelines and procedures. The College has adopted the major-specific curriculum model for its baccalaureate/transfer degree majors that support a seamless transition from IVCC's degree programs to corresponding baccalaureate programs.

Action: *IVCC will continue to be an active participant in the IAI and fully comply with recommendations and processes set forth by ICCB and IBHE. We will also continue to follow the major-specific curriculum models.*

1c. 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 North Central Association 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.

Indicators of Compliance:

- College conforms to all state laws and regulations and accreditation standards

Procedure:

The Dual Credit Coordinator reviewed College processes and results to assure compliance with State Laws and Regulations and Accreditation Standards.

Findings:

The College has determined that policies, regulations, instructional procedures and academic standards are in place and applied to students, faculty, and staff associated with dual credit courses. The College has established formal Dual Credit agreements with some participating secondary schools to assist with program oversight. However, all participating secondary school sites do not have formal, written agreements.

The College does hold an annual meeting with Division Deans, dual credit faculty, and secondary school site dual credit coordinators or designated representatives to review dual credit policies and procedures.

Action:

The Dual Credit Coordinator and Associate Vice President for Career and Technical Education will continue to review and implement dual credit documentation to support compliance with State Laws and Regulations and Accreditation Standards. In addition, formalizing written agreements with all participating secondary schools is needed.

**1c. Dual Credit
(continued)**

B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.

- Faculty hold required credentials

Procedure:

There is policy in place for hiring faculty for all dual credit courses. Deans have reviewed dual credit faculty files. Courses taught by adjunct faculty have student evaluations conducted during each semester. Courses taught by full-time IVCC faculty have student evaluations and administrative evaluations conducted per the IVCC Tenure and Post-Tenure Guidelines.

Findings:

Faculty teaching dual credit courses must hold a Master's degree in the subject area, with exception. If the faculty member does not hold a Master's degree, he/she may possess a Bachelor's degree in the subject area with 18 or more graduate hours in the same subject area. If an instructor does not have 18 credit hours beyond the Bachelor's degree, he/she is assigned a full-time faculty mentor. An instructor who holds a Master's degree in a closely related subject area may also qualify to teach a dual credit course with prior approval of the appropriate Dean or Vice President for Academic Affairs. For career and technical education (CTE) dual credit courses, a Bachelor's degree in the subject area is required and the instructors must meet annually with the corresponding college instructor through our PCCS (Tech Prep) agreements.

All dual credit faculty currently teaching have appropriate credentials. On-site instructor observations/evaluations by administration are conducted on an as-needed basis. Some divisions have not been regularly administering student evaluations to the dual credit secondary course sections.

Action:

The College will work to assure that student evaluations are administered to all dual credit offerings.

**1c. Dual Credit
(continued)**

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 ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.

- Students enrolled in college-level courses meet the academic requirements of the course.

Procedure: Dual credit enrollment is open to high school juniors and seniors, provided they meet the College's general admission guidelines and the specific course prerequisites, when applicable.

Findings: The process for course selection is made in collaboration between the College Dual Credit Coordinator and high school personnel. Student enrollment processes in dual credit courses is overseen by the Dual Credit Coordinator and the Office of Admissions and Records. Dual credit students meet all prerequisites and possess satisfactory placement scores for enrollment.

Action: *No action required.*

- Process for course selection is made in consultation with high school personnel.

Procedure: Dual Credit Coordinator reviewed the process for dual credit course selection.

Findings: The Dual Credit Coordinator in collaboration with the high school personnel has developed a rotation of courses to offer at secondary sites. Some schools have agreed to a suggested rotation, whereas others have yet to adopt the suggested rotation.

Action: *The College will strive to have all secondary sites adopt a two-year rotation of courses offered, so that dual credit students have a balanced credit load when enrolling at post-secondary sites.*

**1c. Dual Credit
(continued)**

D) Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.

E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs.

- Students satisfied course placement tests or prerequisites

Procedure: The Dual Credit Coordinator performed a review of all students enrolled in dual credit courses from the fall 2004 through spring 2008 semesters to be certain that dual credit students have the same preparation as other college students. The Dual Credit Coordinator repeats such review before each academic semester.

Findings: Students enrolled in dual credit transfer courses have met the existing prerequisite or placement score requirements for their respective courses. Students have either used ACT sub-scores or proper placement exam scores to place into dual credit courses. Students enrolled in CTE dual credit are placed through academic advising in collaboration with the high school instructors.

Action: *No action required.*

- Courses meet course type requirements for dual credit as specified.

Procedure: The Dual Credit Coordinator has reviewed course offerings from the fall 2004 through spring 2008 semesters.

Findings: Courses have been selected according to transferability and meeting IAI standards. CTE courses are selected according to requirements for specific AAS degrees and/or certificates.

Action: *Annual review by the Dual Credit Coordinator and Associate Vice President for Career and Technical Education will verify courses continuing to transfer to senior institutions and meet degree or certificate requirements, when applicable.*

**1c. Dual Credit
(continued)**

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.

- Courses meet requirements as specified.

Procedure:

Course requirements are reviewed by division Deans and by the Vice President for Academic Affairs.

Findings:

Dual credit courses for transfer offered at secondary school sites are identical to the on-campus counterparts in terms of prerequisites, descriptions, outlines, learning outcomes, and methods for assessing students. The secondary school sites may use their own textbooks only if approved by the appropriate Dean prior to the beginning of the class, otherwise they are required to use the same textbook as on-campus classes. All dual credit instructors are responsible for submitting a course syllabus and the Dean is responsible for reviewing the syllabus each semester and monitoring the learning outcomes and methods of assessment.

Through PCCS agreements, CTE courses for dual credit must demonstrate at least a minimum 80% coverage of the same competencies. These high school offerings all use their own books which have been approved by the Dean and the corresponding College instructor. In addition, the high school instructors must meet annually with the appropriate Dean and corresponding College instructors to ensure that the course is meeting the college level standards and to review and approve methods of assessment.

Action:

No action required.

**1c. Dual Credit
(continued)**

G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.

- Proper documentation of college/school policies and practices exists and is being followed.

Procedure:

The Dual Credit Coordinator has reviewed the documented College/high school policies.

Findings:

The secondary schools make the determination of whether or not a college course is offered for concurrent (dual) credit. Some schools opt for concurrent (dual) credit, others do not and those courses are treated as dual enrollment courses (college credit only).

Action:

The Dual Credit Coordinator will continually review this process annually and will document compliance via formalized agreements. The Dual Credit Coordinator will also allow the secondary school sites to determine whether a college course is offered for concurrent (dual) credit or dual enrollment so as to foster autonomy.

1d. Assessment Plans

A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review.

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of student learning. All academic programs will systematically assess student learning and use assessment results to improve programs.

Indicators of Compliance:

- The college has in place a systematic process to assess student learning in each degree and certificate program it offers.

Procedure:

College staff reviewed the history and status of the College's assessment of student learning process.

Findings:

On April 20-22, 1998, IVCC was visited by an NCA Evaluation Team, which recommended reaccreditation for 10 years. The team also recommended that IVCC submit a progress report on Assessment of Student Learning (ASL) to NCA by June of 2001. The report that was submitted and accepted by NCA responded to the specific recommendations contained in the NCA team report. IVCC's Plan for Assessment of Student Learning focused on three levels of implementation: classroom, program, and institution. Since that time, we have continued to review our progress in implementing our assessment plan, to engage our faculty and administrators in an evaluation of our progress, and to identify strengths and areas for improvement. In November 2002, the College was accepted into AQIP. When IVCC staff attended our second Strategy Forum in February of 2008 as a follow up to receiving our Systems Appraisal Feedback Report, the Strategy Forum Team clearly identified assessment and the related area of key performance indicators as quality infrastructure areas for improvement. The College has started a new AQIP Action Project with the goal of developing and deploying a comprehensive, college-wide system for the assessment of general education goals. Another new AQIP Action Project is reviewing current and defining new performance measures/targets which will become key performance indicators for institutional assessment. IVCC sent a cross-functional team of faculty, staff, and administration to the "Making a Difference in Student Learning: Assessment as a Core Strategy" conference sponsored by the Higher Learning Commission in July of 2008.

**1d. Assessment Plans
(continued)**

For FY 09, IVCC has implemented a revised, comprehensive CTE program assessment process. Of the 23 AAS degree program areas, faculty program coordinators representing 19 of the AAS program areas, and 2 representing certificate programs have attended a workshop on the revised assessment process. Fifteen total programs have measurable program level outcomes identified. Some aspects of the review process will take place annually and others once, at a minimum, during the five-year review cycle.

Action:

When the current AQIP Action Projects are completed, the College will be able to better define the assessment of student learning process in terms of timelines, key process steps, measures/targets, and people involved. A formal updated Assessment Plan needs be completed to better document all aspects of revised assessment processes. In the fall of 2009, the team that attended the Assessment Conference will be making recommendations for strategies for implementing assessment strategies across the campus.

**1d. Assessment Plans
(continued)**

- The college regularly utilizes data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning.

Procedure: Staff reviewed data used in the assessment of student learning.

Findings: Since the fall of 2004, 13 of 19 new full-time faculty and 10 part-time faculty completed a course on Classroom Assessment Techniques (CATs) and now use data that they gather for improvement of curriculum, teaching, and student learning at the classroom level. Nearly one half of the full-time faculty have now completed the CATs course and a CATs session is now a part of our Adjunct Faculty Development Academy. Accredited CTE programs such as the nursing, dental assisting, and automotive technology have already implemented collecting assessment data and are using it for program improvement. Data on student success and retention at the subject/department level is regularly gathered, analyzed, and shared with Deans and faculty for use in improvement planning.

Action: *Continue to better define measurable outcomes and means of gathering data as well as the implementation process for improvement. Continue department/division level conversations regarding assessment and continuous quality improvement.*

1e. Faculty Qualifications/Policies

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

Indicators of Compliance:

- Faculty preparation is in accordance with ICCB rule.

Procedure:

Records of 26% (21) of full-time and 26% (36) of the part-time instructors who taught for the College in the spring of 2008 were randomly selected and checked for appropriate qualifications. For the part-time faculty, we verified the courses taught and compared the education credentials required to the instructor's records.

Findings:

Of the 21 full-time instructors (26%) that were checked, 19 were found to have either the appropriate master's degree for baccalaureate courses or bachelor's for occupational courses. One instructor did not have the master's or baccalaureate degree for occupational courses, but the instructor is a computer laboratory instructor and has an associate degree in computer information systems and appropriate work experience. The other exception possesses an associate degree in computer-aided engineering and design along with direct industry experience and teaches in the occupational computer-aided engineering and design program. The work experience along with the associate degree is considered an appropriate qualification for computer software and computer-aided engineering and design courses.

Of the 36 part-time instructors (26%) that were checked, 23 were found to have either the master's degree for baccalaureate courses or bachelor's for occupational, developmental, or adult education courses. Of the 13 part-time instructors who do not meet the master's or baccalaureate educational requirements, four of them have no records to indicate minimum educational requirements; two of them teach transfer courses. The other nine part-time instructors have education credentials below a bachelor's degree and all of them teach courses in the occupational and technical fields or adult education. The work experience of these instructors along with their respective education is considered an appropriate qualification for most occupational and technical courses. One instructor teaches

**1e. Faculty Qualifications/Policies
(continued)**

electrical courses and is a journeyman electrician and graduate of an electrical training institute. Another instructor teaches Printing Technology and has direct work experience as a pressman; the college does not have the equipment to provide students with hands-on training. Four instructors are in the health profession area and teach EMT and dental assisting classes. These four instructors possess the required certification and/or associate degree along with work experience in their field. Two instructors are in the Career and Technical division and have earned an associate degree and teach courses for the applied science degree. One of these instructors teaches computer information systems and has direct work experience in the field and the other instructor teaches criminal justice classes and has more than 24 years experience in the law enforcement field. The ninth instructor teaches English as a Second Language classes and is teaching her native language and holds a Certificate in Business Administration Profession from her home country.

Action:

Based on the College's review of faculty credentials, the full-time instructors have all met the education requirements. Records of some of the part-time instructors are not available to verify credentials. The records for these instructors will be attained to verify qualifications. The College will not continue to engage the services of any part-time instructor whose records are unavailable to verify if they meet the College's educational guidelines and/or work experience for the respective position.

<p>1e. Faculty Qualifications/Policies (continued)</p>	<p>Indicators of Quality:</p> <ul style="list-style-type: none"> • College has a staffed Faculty Development Center where faculty can receive professional development such as hands-on technology and pedagogy. <p>Findings: The College has a Center for Excellence in Teaching, Learning and Assessment (CETLA) and provides training to adjunct faculty through AFDA (Adjunct Faculty Development Academy), training for all faculty at the Faculty Summer Institute for Technology, Classroom Assessment Techniques and general workshops. CETLA is staffed with two part-time employees who have master's degrees, one in psychology and the other in engineering.</p> <p>Action: <i>No action required.</i></p>
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<p>2: STUDENT SERVICES/ACADEMIC SUPPORT</p>	
<p>2a. Student Services/Academic Support.</p> <p>Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the college in a manner convenient to students as defined below.</p> <p>a) Advising and Counseling. The college shall have a comprehensive and organized program of academic advising and career counseling.</p>	<p><u>Indicators of Compliance:</u></p> <ul style="list-style-type: none"> • College has a comprehensive and organized program of academic advising and career counseling. <p><u>Procedure:</u> The Council for Advancement of Standard’s (CAS) Program Self-Assessment was used to gain informed perspectives on the strengths and challenges of IVCC’s counseling, advisement, and career counseling services, as well as to help formulate a plan for enhanced services. Collaborative efforts from cross-functional teams consisting of the Dean of Student Development/Director of Counseling, the Coordinator of Career Services, two counselors, the Director of Financial Aid, the Administrative Assistants to the Counseling and Career Services Offices, and two IVCC students led to the development of an action plan for enhanced and continued quality services. Additionally, all counselors, as well as the Coordinator of Career Services, are kept abreast of new trends and information with regard to academic advising and career counseling via attendance at various articulation and professional conferences, trainings, workshops, seminars, and meetings with appropriate external and internal staff. Weekly staff meetings are also held to train and update all staff. Accurate, quality advisement and career counseling are manifestations of the above learning venues.</p> <p><u>Findings:</u> The IVCC Counseling Center and the Career Services office provide comprehensive support services to enhance the educational learning environment for all IVCC students and community members. Services that are provided include academic advisement and planning, career and personal counseling, and transfer services. IVCC Counselors impart developmental advising support which include, but is not limited to career and educational planning, interpretations of assessments, strategies to address academic difficulties, preparation for university transfer, or entry into the workforce, and assistance in planning class schedules. Through</p>

**2a. Student Services/Academic Support
(continued)**

comprehensive academic advising and career counseling, counselors and our Career Services staff facilitate the exploration of the student's educational goals by introducing degree guide sheets and electronic resources, exploring major fields of study, understanding general education requirements, and mapping the path, timeline, expense, and personal resources needed to meet the student's educational goal. Our team of Counseling Center and Career Services staff also help students explore and clarify their understanding of personal qualities that influence their career choice, and assist with identifying their personal interest, skills, and abilities that match an educational plan to their personal and career interests. To facilitate the career exploration process, our staff utilizes such resources as the Myers Briggs Type Indicator and STRONG personality interest inventories, as well as the highly effective Career Cruising computerized, interactive resource that is designed to help individuals of all ages find the right career, explore career options, and plan future education and training.

Action:

No action required.

**2a. Student Services/Academic Support
(continued)**

Indicators of Quality:

- Student Service/Academic Support facilities are easily accessible to students.

Procedure: The Counseling administrative staff reviewed all procedures for scheduling appointments and counselor accessibility.

Findings: Counselors are conveniently accessible for students. Appointments are available Monday through Thursday 8:00 a.m. - 7:00 p.m., and Friday 8:00 a.m. - 4:00 p.m. throughout the year, except during “ALL-Walk-IN” periods. Walk-ins are available year round from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and Friday from 8:00 a.m. to 4:00 p.m. Students have the opportunity to meet with a Counselor on a first-come, first-serve basis. Well over 7,000 appointment sessions with students and community members have been held via our convenient appointment options. Due to the increased volume of evening students wanting to utilize our late afternoon and evening walk-in appointment option, resources to offer more of this service for evening students is needed. Call-back Counselors are available on a daily basis. The sole responsibility of a counselor in this role is to immediately serve students who call in with questions relative to academic advisement and career counseling. Callers enjoy the convenience of not being transferred from one college representative to another, and being able to immediately connect with a counselor to get their questions answered in a timely manner. Counselors are available daily to service students who utilize technological sources to ask questions and to receive academic advisement and career counseling (e.g., e-mail and internet).

Action: *IVCC is in the process of hiring additional counseling personnel to provide more walk-in services to IVCC’s growing population of non-traditional/adult, evening students.*

**2a. Student Services/Academic Support
(continued)**

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

Procedure: The counseling administrative staff reviewed all schedules relative to the hours of operation and service in light of student convenience.

Findings: Advising and counseling services are conveniently available to students during daytime and evening hours, and on weekends via the Internet. Appointments are available Monday through Thursday 8:00 a.m. – 7:00 p.m., and Friday 8:00 a.m. - 4:00 p.m. throughout the year, except during ALL-Walk-IN” periods. Walk-ins are available year round from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and Friday from 8:00 a.m. to 4:00 p.m. Students have the opportunity to meet with a counselor on a first-come, first-serve basis. Call-back counselors are available on a daily basis. The sole responsibility of a counselor in this role is to immediately serve students who call in with questions relative to academic advisement and career counseling. Callers enjoy the convenience of not being transferred from one college representative to another, and being able to immediately connect with a counselor to get their questions answered in a timely manner. Counselors are available daily to service students who utilize technological sources to ask questions and to receive academic advisement and career counseling (e.g. e-mail, internet).

Action: *No action required.*

**2a. Student Services/Academic Support
(continued)**

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

Indicators of Compliance:

- College provides a financial aid program which provides students with information about and access to available financial support.

Procedure:

The Council for Advancement of Standard's (CAS) Program Self-Assessment was used to gain informed perspectives on the strengths and challenges of IVCC's Financial Aid program, as well as to help formulate a plan for enhanced services. Collaborative efforts from a cross-functional team consisting of the Director of Financial Aid, the Dean of Student Development, two Financial Aid Counselors, the Administrative Assistant to the Financial Aid office, and one IVCC student reviewed the Financial Aid program for enhanced and continued quality services.

Findings:

The college has an effective financial aid program that provides students with information about and access to available financial support via the college's Financial Aid website, which boasts a wealth of information on the financial aid application process, the various types of financial aid available, financial planning for college, scholarships, and veterans' educational assistance. Students may also find valuable financial aid resources and links via the website, as well as downloadable forms that are needed for financial and scholarship applications. Moreover, the Financial Aid office hosts several informational sessions that are held both on campus and within the community to ensure that the information reaches internal and external constituents. Brochures and fliers with information on financial aid and scholarships are also given to students, parents, and others within the community via the office staff's participation in New Student Orientations, several college fairs, and other outreach events.

Action:

No action required.

**2a. Student Services/Academic Support
(continued)**

Indicators of Quality:

- Student Service/Academic Support facilities are easily accessible to students.

Procedure: The Financial Aid administrative staff reviewed all procedures for scheduling appointments and accessibility.

Findings: The Financial Aid office has convenient operational times and is centrally located for maximum visibility and accessibility. The office offers extended evening hours by appointment and during peak times.

Action: *No action required.*

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

Procedure: The Financial Aid administrative staff reviewed all schedules relative to the hours of operation and service in light of student convenience.

Findings: The Financial Aid office has convenient operational times and is centrally located for maximum visibility and accessibility. The Office offers extended evening hours by appointment and during peak times.

Action: *No action required.*

**2a. Student Services/Academic Support
(continued)**

c) Placement. The college shall provide job placement services for students.

Indicators of Compliance:

- College provides job placement services for students.

Procedure:

The Council for Advancement of Standard's (CAS) Program Self-Assessment was used to gain informed perspectives on the strengths and challenges of IVCC's Career Services office, as well as to help formulate a plan for enhanced services. Collaborative efforts from a cross-functional team led to the development of an action plan for enhanced and continued quality services.

Findings:

The Career Services Office and the Dislocated Workers Center serve as viable and effective resources for all students and the community. The Career Services Office offers services that include, but are not limited to, job fairs and on-campus recruitment, occupational, career, and labor market information, resume writing assistance, employee networking, mock interviews, and workshops on job search and career planning topics. Students may also pursue several internship opportunities that are available and listed with the College's Career Services office and our program coordinators to various academic disciplines. A computerized job search bank containing thousands of internships is also available to students.

The Dislocated Workers Center, which is a branch of the local integrated workforce system, provides employment related services to both employers and job seekers. Individuals served at the Center can enroll in college training programs and/or receive job search assistance. For employers, the Center offers referrals, pre-screening of applicants, and on-the-job training. All professional services are at no expense to either the business or individual and are completely confidential.

Action:

No action required.

**2a. Student Services/Academic Support
(continued)**

Indicators of Quality:

- Student Service/Academic Support facilities are easily accessible to students.

Procedure: A team of Career Services staff reviewed the guidelines and procedures for appointments and general accessibility of office personnel.

Findings: The Career Services office is located on the second of three levels in the path of a highly traveled area that links two of IVCC's Main Campus corridors. While the location of the office is easily accessible to students, the accessibility can be increased further if it were situated near the front of the facility along with all other student service offices. Students can find information regarding the Office's location and services offered via the College's Career Services website, the College Catalog, fliers and brochures, Student Handbook, and partnership agencies/employers.

Action: *Career Services is included in the one-stop shop concept of our recently revised Master Facilities Plan. Career Services is slated as one of the hub of student service offices that will comprise a one-stop Community Instructional Center.*

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

Procedure: The Career Services staff reviewed the guidelines and procedures for appointments and general accessibility of office personnel.

Findings: The Career Services staff are available by appointment and on a walk-in basis, Monday through Friday from 8 a.m. to 4:30 p.m. and evenings by appointment. Students and community members may also access important information and resources via the office website at any time.

Action: *No action required.*

<p>3: FINANCE/FACILITIES</p>	
<p>3a. Credit Hour Claim Verification</p> <p>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><u>Indicators of Compliance:</u></p> <p>a) Agreement between district's state grant (SU and SR) claim records and information provided on certified midterm class lists.</p> <p><u>Procedure:</u> The IR department pulled random courses from 04/fall through 08/spring. Ten midterms for fall and spring semesters and five midterms for summer semesters were reviewed. Each midterm roster was compared to the ICCB claims. When necessary, either grade rosters were run, or the IT department was called in to verify academically withdrawn students or other issues.</p> <p><u>Findings:</u> All credit hour claims matched up with the midterms, however this was a very difficult process to verify. For the 04/fall and 05/spring semesters, we did not have the academically withdrawn list into the IR database, so it was a much more manual process. After 05/spring, we added that information into the IR system. The most challenging issue is that this process is still manual and involves a lot of review at the end of the semester for academically withdrawn students.</p> <p><u>Action:</u> <i>We are currently piloting a process this fall to have faculty enter midterm verifications into our Colleague system. This will allow us improved accuracy from the reporting side to pull the verifications and compare them to the academically withdrawn students. It will also make auditing and verification easier and more accurate utilizing the system software. The Process is scheduled to be in place for all faculty by fall 2009.</i></p>

**3a. Credit Hour Claim Verification
(Continued)**

b) Documented and verifiable process for determining residency

Procedure: Reviewed existing procedures for coding and determining residency.

Findings: In the Admissions Office, we enter information from the Admission Form as it is provided by the student. If a student provides an in-district address, we accept that unless we receive returned mail or if there is any reason to question this address. If a student provides an out-of-district address and then wants to change it to an in-district address, or if they give an in-district address, but are a recent graduate of an out-of-district high school, they must provide the proper documentation to the Cashier Department. The cashiers are the only ones who change a person from out-of-district to in-district in the administrative software system.

Action: *We recently updated our procedures in 2007 to address the changing from out-of-district to in-district process in order to ensure that students provided the appropriate documentation and were coded correctly. This procedure is effective and does not require any modification at this time. However, it does need to be transferred from email form to a documented procedure, which was done as a result of this audit.*

**3a. Credit Hour Claim Verification
(Continued)**

Indicators of Quality:

- a) Good interdepartmental communication regarding the impact on the claims process and district policies, procedures, and practices

Procedure:

As part of the audit, we reviewed our residency policy and as a result created a documented procedure for all involved. In addition, we issued a brief five-question survey to Admissions/Records, Cashier, IT, and IR staff members to determine their perception of areas of improvement and areas of satisfaction with communication. Staff used a Likert Scale and an open ended section.

Findings:

Actual results are summarized and included in our resources. In the areas of interdepartmental communication regarding residency, scores were favorable and suggest that changes in recent years have improved this process tremendously. In the areas of communication and documentation on apportionment, the scores were less favorable, with several scores of one and more variance between the scores.

Action:

The responses from IT show that the documentation is in place, but it seems that the Admissions/Records and Cashier departments do not have knowledge of this documentation. There is not as much input from Admissions/Records in this area, but we will share this information across the departments to increase knowledge. This will be a topic at our Module Leads meeting in October, with resulting decisions to be documented in the files.

3b. Financial Planning

Financial planning for current and future operations shall provide for both a sound educational program and the prudent use of public funds.

Indicators of Compliance:

a) Existence of long-range plans and contingency plans for reduced state or local tax revenues

Findings:

Long-range planning and contingency plans are addressed in the five-year financial forecast.

Action:

Annually, the college prepares a five-year financial forecast that includes consideration of the college mission and strategic plan. The forecast includes historical information that is used to make projections regarding future funding levels and expenditures. Input is received from department and division managers on items that may have a significant budget impact in future years. This financial planning document assists the college with developing annual operating and capital budgets. The forecast is reviewed by board members and college administrators.

b) Monies in the working cash fund principal have not been used as current revenue.

Findings:

Audits were reviewed and monies in the working cash fund principal have not been used as current revenue.

Action:

No action required.

c) Interest transferred from working cash fund to education or operations and maintenance funds authorized through separate board resolution

Findings:

Board resolutions were reviewed. Interest was transferred once per year to the education fund after authorization from the board of trustees in FY2007 and FY2008. In previous years the transfer was made without board of trustee authorization.

Action:

No action required.

**3b. Financial Planning
(continued)**

Indicators of Quality:

a) Trends in past and current operating balances compared to peer group averages

Findings: IVCC's fund balance levels as a percent of operating revenue have consistently ranged from 31%-40%, making for a very sound financial basis. Several colleges in the peer group have seen more change in fund balances, the most significant of which were decreases.

Action: *No action required.*

b) Magnitudes and trends of indebtedness compared to peer group averages

Findings: Based on a review of peer colleges' indebtedness levels and viability ratios, IVCC's magnitudes and trends in indebtedness appear reasonable.

Action: *No action required. IVCC will incorporate management of indebtedness into future long-range financial plans.*

**3b. Financial Planning
(continued)**

c) Review and integration of long-range financial plans into overall college mission

Findings: The college has initiated a comprehensive strategic planning process that is based on the principles of continuous quality improvement, is data-driven, integrates the planning and budget development processes, and establishes measures of institutional effectiveness. Strategic planning is a three-year process with annual input into the operating budget.

A Strategic Leadership and Planning Council was appointed by the president in 2005 with campus-wide representation. That same year, the college engaged in an in-depth environmental scan, which resulted in identification of trends and related implications affecting the college and community.

Action: *The plan was adopted by board members in FY08.*

d) Review integration of facilities master plan into overall college mission and strategic planning process

Findings: The college architect assisted with a facilities Master Plan in 2005. The recommendations included in the Master Plan will be incorporated into the budget-planning process. Recommendations were based on current facilities utilization, staff and community feedback, the college's mission, and strategic plan.

Action: *No action required.*

**3b. Financial Planning
(continued)**

e) All college departments are included in the financial planning and accountability process.

Findings:

In January, the administration’s budget council—consisting of the Vice President for Business Services & Finance, Vice President for Academic Affairs, Vice President for Student Services, Director of Continuing Education, Associate Vice President for Career and Technical Education, Director of Information Technology, and the Controller—meet to establish overall budgetary guidelines. Budget worksheets with instructions are then distributed to departmental budget officers who are responsible for developing each department’s annual operating budget.

As budget worksheets are received, they are organized by department, and budget meetings are then scheduled with the budget council. These meetings allow for open discussion and requests on allocations, additional funding, additional positions, and capital expenditures. The budget council then prioritizes the requests and the Controller compiles information from the budget worksheets along with recommendations from the budget council into one main budget file. Once finalized, this file becomes the basis for the tentative and final budget.

Budget officers are required to report quarterly on variances.

Action:

No action required.

f) Board received report on financial conditions of the institution no less than once every three months.

Findings:

The monthly board agenda includes a report on financial conditions.

Action:

No action required.

3c. Financial Compliance

Part A: Annual External Audit
The district shall complete an annual external audit.

Indicators of Compliance:

a) Audit has been completed as prescribed in the Act and Administrative Rules

Findings: An external annual audit has been completed as prescribed in the Act and Administrative Rules.

Action: *No action required.*

Indicators of Quality:

a) Recipient of GFOA financial statement award

Findings: IVCC has received an award on its Comprehensive Annual Financial Report every year since 1994.

Actions: *No action required.*

b) Process and procedures in place to ensure accurate financial data are available.

Findings: The College has extensive processes and procedures in place to ensure accurate financial data are available. External audits for the current and past fiscal years have unqualified opinions.

Action: *No action required.*

c) Audit management letter has no (or few) recommendations

Findings: The audit management letter for FY2007 had no findings. FY2003-FY2006 audit management letters had recommendations that were implemented.

Action: *No action required.*

**3c. Financial Compliance
(continued)**

Part A: Annual External Audit
(continued)

d) Controls in place to safeguard revenues and assets

Findings: The FY2007 Auditor's Report on Internal Control Over Financial Control and Reporting noted no matters involving internal controls that were determined to be material weaknesses.

Action: *No action required.*

e) Timely and appropriate action to correct audit findings

Findings: No audit findings were reported.

Action: *No action required.*

**3c. Financial Compliance
(continued)**

Part B: College Budget
The district shall adopt its annual budget by September 30.

Indicators of Compliance:

a) Adopted by due date

Findings: Based on a review of board agendas and resolutions, it was found that the budget has been adopted by the board prior to the due date every year.

Action: *No action required.*

b) Budget hearing appropriately advertised.

Findings: The budget hearing has been appropriately advertised every year. Newspaper certifications and clippings are maintained in the files for each year.

Action: *No action required.*

Indicators of Quality:

a) Recipient of GFOA budget award

Findings: The college submitted the FY08 budget to the GFOA for certification but did not receive the award.

Action: *Significant improvements were made to the FY09 budget and it will also be submitted for consideration of the award.*

**3c. Financial Compliance
(continued)**

Part C. Published Financial Statements
The district shall publish an annual financial statement by November 15.

Indicators of Compliance:

a) Published by due date

Findings: Based on a review of the audited Financial Statements, each was published by the annual due date.

Action: *No action required.*

b) Published in prescribed format

Findings: Based on a review of the audited Financial Statements, the prescribed format was adhered to each year.

Action: *No action required.*

**3c. Financial Compliance
(continued)**

Part D: Tax Levy

The district shall adopt its annual tax levy and file with the appropriate county clerk(s) by the last Tuesday of December. It shall comply with all applicable statutes including publication notices.

Indicators of Compliance:

a) Filed by due date(s)

Findings:

Based on a review of annual files, the tax levy has been filed by the due date each year.

Action:

No action required.

b) Performed required publication notices.

Findings:

Based on a review of annual files, which include newspaper certifications and board agenda items, it was found that required public notices were filed.

Action:

No action required.

**3c. Financial Compliance
(continued)**

Part E: Bidding and Awarding of Contracts
The district shall award all contracts for purchases of supplies, material, and work involving an expenditure in excess of \$10,000 to the lowest responsible bidder with certain exceptions as noted in state statute.

Indicators of Compliance:

a) District follows architect selection process

Findings: IVCC completed the Quality Based Selection process for selection of a campus architect in 2005.

Action: *No action required.*

b) District advertises bid specifications and requirements.

Findings: Based on a review of randomly selected projects, the district followed state regulations for advertising bid specifications and requirements.

Action: *No action required.*

c) District officials enter into contracts that are not unfair to the taxpayers of the district.

Findings: Based on a review of randomly selected contracts, district officials enter into contracts that are prudent for the college and taxpayers. All district officials complete a Statement of Economic Interest.

Action: *No action required.*

3d. Facilities

Part A: Approval of Construction Projects
The expenditure of funds for the purchase, construction, remodeling, or rehabilitation of physical facilities...shall have prior ICCB approval...

Changes in budget/scope to approved construction projects shall be submitted for approval... When completed, each project shall be certified...

Indicators of Compliance:

a) College projects, including locally funded, protection, health, and safety, and state-funded projects have received local board and ICCB approval prior to construction, as required.

Findings: Project files have been reviewed for the previous five years and verified for compliance with the Capital Projects manual. There have been 23 Protection, Health, and Safety projects and one locally funded project.

Action: *No action required.*

b) Existence of a current facilities master plan to support requested projects

Findings: Our current facilities master plan is in support of items that have been accomplished in the last 5 years.

Action: *No action required.*

<p>3d. Facilities (continued)</p> <p>Part A: Approval of Construction Projects</p>	<p>Indicators of Quality:</p> <p>a. Existence of a long-range capital plan including deferred maintenance needs</p> <p><u>Findings:</u> Deferred maintenance needs are a priority and will be addressed in our budgetary planning. We have had difficulty in resolving these issues due to the loss of the deferred maintenance grants and other local financial constraints. Many of our deferred maintenance needs have grown in scope and meet the safety requirements allowing us to utilize Protection, Health, and Safety funds to fund these projects.</p> <p><u>Action:</u> <i>We are in the process of obtaining estimates and prioritizing needs of the work to be done. We plan on addressing the most urgent needs through the operating budget.</i></p> <p>b. Periodic review of adequacy of long range capital plan by college management and local board of trustees</p> <p><u>Findings:</u> Long-range needs are discussed annually when the RAMP documents are submitted. Employees and the board have been involved in this process, looking ahead at the addition of new curricula and career programs.</p> <p><u>Action:</u> <i>Continue to review and update the long-range financial plan and facilities master plan.</i></p>
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**3d. Facilities
(continued)**

Part 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....

Indicators of Compliance:

a) Proceeds of the PH & S monies (tax levy or bonds) are expended for approved protection, health, and safety projects only.

Findings: Our compliance is documented through our accounting system and required documentation.

Action: *No action required.*

b) Annual protection, health, and safety tax levy does not exceed the total of approved projects.

Findings: The amount levied does not exceed the total of approved projects.

Action: *No action required.*

Indicators of Quality:

a) Projects are accounted for in a project accounting system that allows for identification of excess PH&S funds in the O&M restricted fund.

Findings: Accounting practices are verified by an external audit. No audit findings or recommendations were made related to this area.

Action: *No action required.*

<p>4. ACCOUNTABILITY</p>	
<p>4a. General Reporting Requirements</p> <p>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><u>Indicators of Compliance:</u></p> <p>a) Data submission/reports have been received on time.</p> <p><u>Procedure:</u> Reporting requirements and deadlines of the ICCB were reviewed for the past four years. Actual submission dates for all required reports were compared to the due dates established by the ICCB.</p> <p><u>Findings:</u> This is an area the college needed to and has improved upon. IVCC made on-time submission of reports a priority for FY05 and improvement has been noted showing an increase in on-time reporting to 98% in FY08 as opposed to 85% in FY05, 90% in FY06 and 89% in FY07. Consistent areas of under-performance had been the A1, Program Review, Performance Enhancement Grant, Continuous Quality Improvement Grant and Program Improvement Grant Programmatic/Fiscal reports.</p> <p><u>Action:</u> <i>The individual responsible for handling the Performance Enhancement Grant, Continuous Quality Improvement Grant and Program Improvement Grant needs more support to meet deadlines. As the College undergoes a reorganization being driven by the new president, this area will be addressed.</i></p> <p><i>Individuals responsible for all reports will be reminded that timely submission of reports is a college priority.</i></p>

**4a. General Reporting Requirements
(continued)**

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

Procedure: Determine if all reports have been submitted in the proper format and are accurate.

Findings: Reports submitted for the past four fiscal years have been in the required format. All data submitted are believed to be accurate, except for three data elements in the A-1 report and several rooms in the Facilities report. In FY06 and FY07, the total Remedial Credits Completed for Math, Communications and Reading were under-reported in the A-1 report. In FY05, FY06, FY07, and FY08, several newly constructed rooms were left out of the Facilities report.

Action: *The college will continue to submit records in the appropriate format and make changes in procedures to verify accuracy of all data submitted.*

c) Data in different submissions are consistent.

Procedure: Determine if report submissions containing related information are consistent (A-1 & ID, C-1 & C-2, S-6 & Facilities).

Findings: Reports submitted for the past four fiscal years are consistent with exceptions being the S-6 and Facilities reports for FY05, FY06, FY07, and FY08.

Action: *The college will review all related reports for consistency before submission. Procedures have been put in place to ensure consistency of related reports. The ID report is generated from the A-1 data. The S-6 data is imported into the Facilities database and compared for consistency.*

**4a. General Reporting Requirements
(continued)**

Indicators of Quality:

a) Official college records support data submissions.

Findings: College records support data submissions.

Action: *No action needed.*

b) College has a documented internal process for data flow and reporting

Findings: The Administrative Assistant to the VP for Business Services and Finance tracks submission of reports and sends reminders to personnel responsible for submitting reports to ICCB.

Action: *No action needed.*

**4a. General Reporting Requirements
(continued)**

Part A. Student Data Reporting

Indicators of Compliance:

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

Procedure: Reporting requirements and deadlines of the ICCB were reviewed for the past four years.

- Noncredit Course Enrollment Data (N1)

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit Noncredit Course Enrollment Data (N1) in a timely and accurate fashion.*

- Annual Enrollment and Completion Data (A1)

Findings: Annual Enrollment and Completion Data (A1) were submitted on time in the last two fiscal years but had three data elements that were not reported correctly in FY07 and FY08.

Action: *The college has made the on-time submission of reports a priority and has taken steps to ensure that Annual Enrollment and Completion Data (A1) will be submitted accurately and on time.*

- Annual Student identification (1D)

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit Annual Student Identification (ID) data accurately and on time.*

**4a. General Reporting Requirements
(continued)**

Part A. Student Data Reporting
(continued)

- Enrollment surveys

Findings: Nearly all of the reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will strive to submit Enrollment surveys data accurately and on time.*

- Fall Enrollment Data (E1)

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit Fall Enrollment Data accurately and on time.*

- Summer Graduate Reporting for IPEDS GRS

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit Summer Graduate Reporting for IPEDS GRS accurately and on time.*

- Career and Tech Ed Graduate Follow-up (FS) Data

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit Career and Tech Ed Graduate Follow-up (FS) Data accurately and in a timely fashion.*

**4a. General Reporting Requirements
(continued)**

Part B. Faculty/Staff Data Submissions

Indicators of Compliance:

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

- Faculty, Staff & Salary Data (C1)

Procedure: Staff reviewed FY05-FY08 C1 review schedule and compared them to ICCB's report of submission information.

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit Faculty, Staff & Salary Data (C1) in a timely and accurate fashion.*

- Faculty, Staff & Salary Data (C2)

Procedure: Staff reviewed FY05-FY08 C2 review schedule and compared them to ICCB's report of submission information.

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit Faculty, Staff & Salary Data (C2) in a timely and accurate fashion.*

**4a. General Reporting Requirements
(continued)**

Part C. Financial Data Submissions

Indicators of Compliance:

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

- Procedure:** Reporting requirements and deadlines of the ICCB were reviewed for the past four years.
- Audit
 - Findings:** Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.
 - Action:** *The college will continue to submit the Audit in a timely and accurate fashion.*
- Audit/Unit Cost Reconciliation
 - Findings:** Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.
 - Action:** *The college will continue to submit the Audit/Unit Cost Reconciliation in a timely and accurate fashion.*
- Audit/UFRS Reconciliation
 - Findings:** Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.
 - Action:** *The college will continue to submit the Audit/UFRS Reconciliation in a timely and accurate fashion.*

**4a. General Reporting Requirements
(continued)**

Part C. Financial Data Submissions
(continued)

- Budget

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the Budget in a timely and accurate fashion.*

- Certificate of Charge back

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the Certificate of Charge back in a timely and accurate fashion.*

- Certificate of Publication for Annual Financial Statement.

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the Certificate of Publication for Annual Financial Statement in a timely and accurate fashion.*

- Certificate for Tax Levy

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the Certificate for Tax Levy in a timely and accurate fashion.*

**4a. General Reporting Requirements
(continued)**

Part C. Financial Data Submissions
(continued)

- S3 or SU/SR Course Enrollment Data

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the SU/SRt in a timely fashion.*

- Uniform Financial Reports

Findings: Reports completed in FY05-FY08 except Spring FY05 were submitted on time. They were submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the Uniform Financial Reports, Spring and Summer/Fall in a timely and accurate fashion.*

- Unit Cost

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the Unit Cost in a timely and accurate fashion.*

**4a. General Reporting Requirements
(continued)**

Part C. Financial Data Submissions
(continued)

- Budget Survey

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the Budget Survey in a timely and accurate fashion.*

- Tax Revenue Report

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the Tax Revenue Report in a timely and accurate fashion.*

4a. General Reporting Requirements (continued)

Part D. Facilities Data Submissions

Indicators of Compliance:

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

- Procedure:** Reporting requirements and deadlines of the ICCB were reviewed for the past four years.
- Facilities Data
 - Findings:** Reports completed in FY05-FY08 were on time and in the required format. In FY05 through FY08, several newly constructed rooms were left out of the report.
 - Action:** *The college will continue to submit records in the appropriate format and make changes in procedures to verify accuracy of all data submitted.*
- Sq. Footage of Planned Construction and Owned Land (C1.1 & C1/3)
 - Findings:** Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.
 - Action:** *The college will continue to submit the Sq. Footage of Planned Construction and Owned Land (C1.1 & C1/3) in a timely and accurate fashion.*
- Construction Project Status Report
 - Findings:** Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.
 - Action:** *The college will continue to submit the Construction Project Status Report in a timely and accurate fashion.*

**4a. General Reporting Requirements
(continued)**

Part D. Facilities Data Submissions
(continued)

- RAMP (Capital Budget Request)

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the RAMP (Capital Budget Request) in a timely and accurate fashion.*

- S6/S7 Data

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The college will continue to submit the S6/S7 Data in a timely and accurate fashion.*

**4a. General Reporting Requirements.
(continued)**

Part E. Other Submissions

Indicators of Compliance:

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

Procedure: Reporting requirements and deadlines of the ICCB were reviewed for the past four years.

- Program Review Report

Findings: Program Review reports for FY05 and FY06 were submitted late and for FY07 and FY08 were submitted on time. All of these reports were submitted in the required format and believed to be accurate.

Action: *The college will remind staff of the importance of submitting the Program Review reports in a timely and accurate fashion.*

- Program Review Listing

Findings: For FY04, FY06, and FY08, the College's occupational program reviews matched the ICCB schedule. The only exceptions identified in FY05 and FY07 were the certificate programs that we specifically began offering at the Sheridan Correctional Center during FY04. Data were not available to report on during FY04 for the correctional programs. In FY08 we added the Food Service and the Warehousing and Distribution programs into the schedule. In FY05 we failed to include the Horticulture correctional program. In FY07 we did not include the A+ Computer Networking correctional program. Per the ICCB schedule, the remaining correctional programs, Beginning Welding and Commercial Custodial Training, are scheduled for review during FY09.

Action: *The College will strive to ensure that IVCC's occupational review schedule matches that of the ICCB.*

**4a. General Reporting Requirements
(continued)**

Part E. Other Submissions
(continued)

• Special Initiatives Reports

Procedure: ICCB submission reports were reviewed.

- * Tech Prep Support Grant Report

Findings: Reports completed in FY05-FY06 were on time, submitted in the required format and believes to be accurate.

Action: *This report is no longer required.*

- * Perkins Fiscal Report

Findings: Reports completed in FY05-FY07 were on time, submitted in the required format and believes to be accurate.

Action: *This report is no longer required.*

- * Strand 1 Performance Enhancement Grant Report

Findings: Reports completed in FY05, FY06, and FY07 were submitted late. Reports are in the proper format and believed to be accurate.

Action: *This report is no longer required but, individuals responsible for this report were reminded that timely submission of reports is a college priority.*

**4a. General Reporting Requirements
(continued)**

Part E. Other Submissions
(continued)

Special Initiatives Reports (continued)

- * Strand 2 Continuous Quality Improvement Grant Report

Findings: Reports completed in FY05, FY06, and FY07 were submitted late. Reports are in the proper format and believed to be accurate.

Action: *This report is no longer required, but individuals responsible for this report were reminded that timely submission of reports is a college priority.*

- * Tech Prep Fiscal Report

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The College will continue to submit these reports in a timely and accurate fashion.*

- * Tech Prep Programmatic Report

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The College will continue to submit these reports in a timely and accurate fashion.*

**4a. General Reporting Requirements
(continued)**

Part E. Other Submissions
(continued)

Special Initiatives Reports (continued)

- * Performance Report

Findings: Reports completed in FY06, FY07, and FY08 were submitted on time. The FY05 report was submitted late. Reports are in the proper format and believed to be accurate.

Action: *The College will strive to submit these reports in a timely and accurate fashion.*

- * Workforce Development Grant-Business/Industry Services Component Report

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format and believed to be accurate.

Action: *The College will continue to submit these reports in a timely and accurate fashion.*

- * Workforce Development Grant-Welfare/Low Income Support Services Component Report

Findings: The FY05 report was submitted late. The report was in the proper format and believed to be accurate.

Action: *This report is no longer required.*

4a. General Reporting Requirements (continued)

Part E. Other Submissions (continued)

Special Initiatives Reports (continued)

- * Educational Technology Grant Report

Findings: The FY05 report was submitted late. The report was in the proper format and believed to be accurate.

Action: *This report is no longer required.*

- * Workforce Development Grant-Education to Careers Component Report

Findings: The report completed in FY05 was submitted on time, submitted in the required format and believed to be accurate.

Action: *This report is no longer required.*

- * Program Improvement Grant Programmatic/Fiscal Report

Findings: Reports completed in FY05 and FY08 were submitted on time. The FY06 and FY07 reports were submitted late. Reports are in the proper format and believed to be accurate.

Action: *Individuals responsible for these reports will be reminded that timely submission of reports is a college priority.*

- * Unit Cost (Traditional

Findings: The report completed in FY05 was submitted on time, submitted in the required format and believed to be accurate.

Action: *This report is no longer required.*

**4a. General Reporting Requirements
(continued)**

Part E. Other Submissions
(continued)

Special Initiatives Reports (continued)

- * Perkins Programmatic Report

Findings: Reports completed in FY05, FY06, and FY08 were submitted on time. The FY07 report was submitted late. Reports are in the proper format and believed to be accurate.

Action: *The College will continue to submit these reports in a timely and accurate fashion.*

- * Faculty, Staff and Salary Supplementary Information

Findings: Reports completed in FY05, FY06, FY07 and FY08 were submitted on time. The FY08 web survey was submitted late. Reports are in the proper format and believed to be accurate.

Action: *Individuals responsible for these reports will be reminded that timely submission of reports is a college priority.*

- * P-16 Initiative Report

Findings: Reports completed in FY05-FY08 were on time, submitted in the required format, and believed to be accurate.

Action: *The College will continue to submit these reports in a timely and accurate fashion.*

**4a. General Reporting Requirements
(continued)**

Part E. Other Submissions
(continued)

- Underrepresented Groups Report

Procedure: ICCB submissions reports were reviewed.

Findings: Reports completed in FY05, FY06 and FY08 were submitted on time. The FY07 report was submitted late. Reports are in the proper format and believed to be accurate.

Action: *Individuals responsible for these reports will be reminded that timely submission of reports is a college priority.*

4b. Program Review/Results

1. 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.

2. The minimum criteria for program review shall be program need, program cost, and program quality, as defined by each college.

3. 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.

4. 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.

Indicators of Compliance:

a) The college's written process description documents a systematic, college-wide process.

Procedure: Staff reviewed the college's written process description documents and the five-year review schedule.

Findings: These documents present a systematic, college-wide process and a five-year review schedule.

Action: *No action required.*

b) Supporting data used to conduct the review reflect a systematic approach.

Procedure: Staff reviewed program review reports submitted for the period FY04-FY08 for a systematic approach.

Findings: For virtually all program reviews during the time period a systematic approach was used.

Action: *No action required.*

c) The five-year schedule submitted by the college encompasses all instructional, student service and academic programs over the five-year cycle to demonstrate a college-wide review process.

Procedure: Staff reviewed the five-year schedule.

Findings: The five-year schedule includes all instructional, student services, and academic programs demonstrating a college-wide approach.

Action: *No action required.*

**4b. Program Review/Results
(continued)**

d) The college will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designated by ICCB/IBHE.

Procedure: This indicator seems to be a combination of others for standard 4B and is answered in indicators c and f. ICCB Performance reports for the period FY 2004 – 2008 were also reviewed.

Findings: See c and f. Performance reports have addressed the Common Institutional Indicators and Mission Specific Indicators according to ICCB guidelines.

Action: *No action Required.*

e) Criteria of need, quality, and cost as defined by the college will be used in the review of each program.

Procedure: Thirty-seven of the thirty-seven programs were reviewed from the FY04-FY08 occupational program reviews for key issues and factors.

Findings: All of the programs reviewed addressed need for the program. Over 97% addressed quality factors of the program and over 91% of the programs addressed the cost of the program.

Action: *No action required.*

**4b. Program Review/Results
(continued)**

f) 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.

Procedure: Staff reviewed the FY04-FY08 occupational program review schedule and program reviews and compared them to the schedules designated by the ICCB.

Findings: The college's occupational program reviews matched the ICCB schedule.

Action: *No action required.*

g) Reports use the designated format. NOTE: Subject to revision based on changes in program review process.

Procedure: Staff reviewed the format of FY04-FY08 program reviews.

Findings: All program reviews were in the proper format.

Action: *Future program reviews should comment on any significant changes to programs reviewed in the prior year.*

**4b. Program Review/Results
(continued)**

Indicators of Quality:

The following are measures that reflect quality aspects of Program Review/Results Report processes:

- The college provides a strong foundation of data for analysis to help determine program need, quality, and cost-effectiveness.

Procedure: FY04-FY08 program reviews were reviewed.

Findings: Sufficient data was available and used in the reviews. Current practice is to provide duplicated enrollment, credit hours generated, degrees/certificates awarded, and labor market outlook information, as well as revenue vs. expense information.

Action: *No action required.*

- The college uses trend data.

Procedure: FY04-FY08 program reviews were examined.

Findings: Trend data was used consistently in program reviews (over 90%). Exceptions were in the occupational program reviews where the program had no enrollment, added no additional costs to the college, and targeted recruitment was needed. Two programs (Graphic Design Technology in Fy04 and Warehousing and Distribution in FY08) were new and trend data will be used in the future.

Action: *No action required*

**4b. Program Review/Results
(continued)**

- Use of data across like program areas is consistent

Procedure: FY04-FY08 program reviews were reviewed.

Findings: Trend data for headcount, credit hours, and degrees/certificates awarded were used in occupational program reviews, as well as cost vs. revenue data. There is less consistency in the use of data in the academic discipline, cross-disciplinary, and student services areas.

Action: *The Institutional Research staff will work with Academic Administrators and student services personnel to determine appropriate data to be used in the academic discipline, cross-disciplinary, and student services areas.*

- Reports show that program costs are appropriate and there is evidence that cost data are analyzed.

Procedure: Thirty-seven of the thirty-seven FY04-FY08 program reviews were examined.

Findings: Transfer and occupational program reviews consistently compared College unit costs to state average program unit costs prior to 2005. Since 2005, occupational program reviews have more often used internal revenue vs. expense cost data. Of the programs reviewed, over 90% (34 of 37) show evidence that cost data is analyzed.

Action: *All programs and areas reviewed will be encouraged to discuss program costs and efficiency in future reviews.*

**4b. Program Review/Results
(continued)**

- The program review process is a collaborative process relying primarily on faculty and using administrative resources.

Procedure: Academic program review process was discussed with academic deans.

Findings: Positive faculty involvement has occurred in the occupational disciplines, but in the transfer programs, faculty involvement has been dependent upon the dean and faculty in that area. A new program review process for occupational programs begun in Fall 2008 will bring about more consistency in the collaboration of program coordinators and deans. An Action Project Team focusing on General Education Assessment will develop a similar process for transfer faculty and deans.

Action: *The Career & Technical Program (CTP) Dean resigned in May 2008 and the new CTP dean will be mentored to make appropriate use of faculty in program reviews. Deans with transfer programs (disciplines) will be encouraged to include faculty in all future academic discipline reviews, per the five-year ICCB Program Review schedule.*

- The program review process is tied to long-range planning.

Procedure: The Vice President for Academic Affairs has confirmed that program reviews have periodically be reviewed.

Findings: Staff found appropriate references to program review reports. ICCB Program Review Reports and ICCB Performance Reports have been given to the IVCC Board as a general practice. Weakness areas identified in some programs reviews correlated to long-range planning and budgeting. Examples are the physical condition of the Truck Driver training (TDT) skills course and the need for full-time office coverage which has led to Board approval of a full-time Administrative Assistant for TDT and the repaving of the skills course and construction of a TDT building

**4b. Program Review/Results
(continued)**

to house the program in FY 2009. Several programs indicated the need for marketing and recruitment assistance which led to the hiring of a Recruitment and Dual Credit/Dual Enrollment Coordinator. The nursing program identified a lack of adequate space for nursing skills practice which led to the renovation of two previous nursing skills labs and one additional room to be used as a nursing skills lab. In 2004, the Graphic Design Technology Program indicated a need for Macintosh computers in other labs than the designated GDT lab; now 2 Mac computers are available in the Learning Resource Center, allowing students to work on GDT projects at times other than class time.

Action: *No action required.*

- The college systematically incorporates analyses of key issues and factors into its program review process to keep attune to emerging trends.

Procedure: 2004-2008 occupational program reviews were examined for key issues and factors.

Findings: Over 83% (31 of 37 programs reviewed) of the reviews identified important factors such as needed equipment, new technology, new instructional formats, and local employment/internship opportunities. Input from advisory council members provides emerging trend information to program coordinators.

Action: *No action required.*

**4b. Program Review/Results
(continued)**

- Recommendations appropriately address identified weaknesses, and the college has a mechanism to ensure that priority recommendations are adopted and implemented.

Procedure: Weakness and improvement sections of 2004-2008 occupational program reviews were examined.

Findings: Recommendations consistently addressed weaknesses identified. The appropriate dean has responsibility to implement improvements within the annual fiscal constraints. In 21 of 37 programs reviewed, one or more improvements were implemented such as equipment purchases, computer hardware and software upgrades, facility improvements, and additional personnel to address specific areas of concern (e.g., hiring of CTE Recruiter).

Action: *No action required.*

**4b. Program Review/Results
(continued)**

- 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.

Procedure: 2004-2008 occupational program reviews were examined for indicators of noted factors.

Findings: Many occupational program faculty were not aware of the Illinois Occupational Skills standards when this was reviewed at a recent Program Coordinators meeting. Most occupational program faculty make use of industry or other professional standards in their field. For example, the automotive program uses NATEF/ASE standards, the nursing program uses the National League for Nursing Accrediting Commission standards, and Industrial Technology/ Welding make use of OSHA standards. Other items in this indicator are identified to a varying extent in the program reviews. These include the educational level of faculty, faculty industry experience, integration of academic and technical instruction, and availability of most current software.

Action: *Occupational faculty will be provided copies of the Illinois Standards for their review and the actual standards or recommendations used by the program faculty for curriculum revision will be documented.*

**4b. Program Review/Results
(continued)**

- 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.

Procedure: The Associate Vice President of Career and Technical Education, Division deans and all 22 program coordinators were asked for meeting dates, agenda and/or minutes of advisory meetings for the past several years.

Findings: The majority of programs hold advisory committee meetings one or more times per year. For example in FY08, 23 of 29 program advisory committees met. All 29 of the programs have met with advisory committees within the five-year period. Warehousing and distribution has regional collaboration, monthly meetings with The North Central Illinois Logistics Council which serves as advisory input. Several college employees, including the Interim VP for Academic Affairs, are members of the local workforce investment board, NCI Works, whose members provide advisory input in a more general sense.

Action: *Deans will lead occupational programs and division offices to more consistently track dates, agendas, and notes from advisory meetings.*

<p>4b. Program Review/Results (continued)</p>	<ul style="list-style-type: none"> • The college takes advantage of regional collaboration to deliver low-need/high cost programs. <p><u>Procedure:</u> Staff reviewed collaboration information provided by academic deans and the Interim VP for Academic Affairs.</p> <p><u>Findings:</u> The IVCC Dean of Health Professions is working with Illinois Central College staff to reserve seating for IVCC students in their surgical tech program. The Dean of Health Professions is also working with Heartland Community College to reserve two seats for IVCC students in their Radiological Technology program. In recent years, IVCC has begun Medical Transcription and Medical Coding programs in conjunction with online courses through Career Step. The Dean of Career and Technical Programs and the Associate Vice President for Career and Technical Education worked with the Northwest Illinois Economic Region on the Governor’s Critical Skills Shortage Initiative; this partnership included Sauk Valley, Black Hawk, and IVCC. This resulted in the expansion of the IVCC welding program and the addition of the Warehousing and Distribution certificate program at IVCC. In FY07, IVCC processed 106 cooperative agreement requests for 13 different community colleges.</p> <p><u>Action:</u> <i>No action required.</i></p>

Attachment A

DATA AND REPORT SUBMISSION SUMMARY
Illinois Valley Community College

Standard 1: Accountability - 1a. Reporting Requirements
Summary Status - ICCB Reports
Illinois Valley Community College

4a. Indicators of Compliance

Report Name	Due Date	Last Submission Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency	Comments
Part A. Student Data Reporting						
Noncredit Course Enrollment Data (N1)	7-15	6-30 7-7 7-6 7-2	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Annual Enrollment and Completion Data (A1)	8-1	8-5 9-6 7-26 7-26	No No Yes Yes	Yes Yes No No	Yes	FY05 late FY06 late FY07 on time FY08 on time
Annual Student Identification (ID)	9-1	8-26 8-18 8-9 7-25	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Enrollment Surveys – Fall, Spring	10-1 2-15	9-27, 2-2 9-12, 2-7 9-8, 1-24 9-19, 2-4	Yes	Yes	Yes	FY05 both on time FY06 both on time FY07 both on time FY08 both on time
Fall Enrollment Data (E1)	10-1	9-16 9-16 9-8 9-18	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time

Report Name	Due Date	Last Submission Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency	Comments
Summer Graduate reporting for IPEDS GRS	12-1	10-14 10-10 10-9 10-15	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Career and Tech Ed Graduate Follow-up (FS)	5-30	5-20 5-25 5-24 4-29	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Part B. Faculty/Staff Data Submissions						
Faculty, Staff & Salary Data (C1)	10-15	10-13 10-11 10-9 10-4	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Faculty, Staff & Salary Data (C2)	10-15	10-14 10-13 10-9 10-9	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Part C. Financial Data Submissions						
Audit	10-15	9-22 10-3 10-13 10-12	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Audit/Unit Cost Reconciliation	10-15	9-27 9-30 10-9 10-12	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Audit/UFRS Reconciliation	10-15	10-11 9-30 10-9 10-12	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time

Report Name	Due Date	Last Submission Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency	Comments
Budget	10-15 10-15	9-1 9-1 9-13 9-13	Yes Yes	Yes Yes	Yes Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Certificate of Charge back	10-15	9-22 10-3 10-13 10-12	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Certificate of Publication for Annual Financial Statement	12-1	11-30 11-16 11-2 11-5	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Certificate of Tax Levy	1-31	1-4 1-10 1-11 1-24	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Summer Term SR Data Course Enrollment	8/31 9-30 8-31 8-31	8-25 8-24 8-22 8-22	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Summer Term SU Data Course Enrollment	8/31 9-30 8-31 8-31	8-25 8-24 8-21 8-22	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Fall Term SR Data Course Enrollment	1/31	1-14 1-13 1-10 1-9	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Fall Term SU Data Course Enrollment	1/31	1-13 1-13 1-10 1-9	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time

Report Name	Due Date	Last Submission Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency	Comments
Spring Term SR Data Course Enrollment	6/30	6-13	Yes	Yes	Yes	FY05 on time
	6-30	6-13 5-29 6-4	Yes	Yes	Yes	FY06 on time FY07 on time FY08 on time
Spring Term SU Data Course Enrollment	6/30	6-13 6-13 5-29 6-4	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Uniform Financial Reports(UFRS) – Spring	7-31	8-2 7-21 7-24 7-16	No Yes Yes Yes	Yes	Yes	FY05 late FY06 on time FY07 on time FY08 on time
Uniform Financial Reports(UFRS) – Summer/Fall	1-31	1-13 1-19 1-16 1-18	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Unit Cost, Revised	9-1	8-17 8-19 8-30 8-23	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Budget Survey	9-1	8-16 7-28 8-31 8-28	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Tax Revenue Report	9-1	8-16 7-28 8-31 8-28	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Part D. Facilities Data Submissions						
Facilities Data	9-1	8-31 9-1	Yes	No No	No No	FY05 on time FY06 on time

Report Name	Due Date	Last Submission Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency	Comments
Facilities Data (continued)		9-1 8-8		No No	No No	FY07 on time FY08 on time
Sq. Footage of Planned Construction and Owned Land (C1.1 & C1/3)	8-1	7-20 8-1 8-1 7-31	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Construction Project Status Report	1-31	1-31 1-26 1-24 1-18	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
RAMP (Capital Budget Request)	7-1	6-22 6-30 6-30 6-29	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
S6/S7	1-31	1-14 1-13 1-10 1-14	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Part E. Other Submissions						
Program Review Report	8-1	8-2 8-3 7-18 7-27	No No Yes Yes	Yes	Yes	FY05 late FY06 late FY07 on time FY08 on time
Program Review Listing	8-1	8-2 8-3 7-18 7-27	No No Yes Yes	Yes	Yes	FY05 late FY06 late FY07 on time FY08 on time
Underrepresented Groups Report	1-20 1-20 2-6 3-17	1-14 1-3 4-24 3-11	Yes Yes No Yes	Yes	Yes	FY05 on time FY06 on time FY07 late FY08 on time

Report Name	Due Date	Last Submission Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency	Comments
Tech Prep Support Grant Report	7/1 8-1 7-31 9-30	6-29 7-29 7-12 9-24	Yes Yes	Yes Yes	Yes Yes	FY05 on time FY06 on time FY07 n/a FY08 n/a
Perkins Fiscal Report	7/31 7-31 8-15	7-31 7-31 8-15	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 n/a
Strand 1 Performance Enhancement Grant Report	7/31	8-23 8-18 8-2	No	Yes	Yes	FY05 late FY06 late FY07 late FY08 n/a
Strand 2 Continuous Quality Improvement Grant Report	7/31	8-23 8-18 8-2	No	Yes	Yes	FY05 late FY06 late FY07 late FY08 n/a
Tech Prep Fiscal Report	FY05: 7/31 FY06: 7/31 FY07: 8/15 FY08: 9/30	7-31 7-31 8-15 9-22	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Tech Prep Programmatic Report	FY05: 7/31 FY06: 7/31 FY07: 8/15 FY08: 9/30	7-28 7-22 8-1 7-30	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time
Performance Report	8/1 8-5 8-4 8-10	8-2 8-4 7-31 8-09	No Yes Yes	Yes Yes	Yes Yes	FY05 late FY06 on time FY07 on time FY08 on time
Workforce Development Grant-Business/Industry Services Component Report	8/1	7-28 7-27 7-31 7-24	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 on time

Report Name	Due Date	Last Submission Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency	Comments
Workforce Development Grant-Welfare/Low Income Support Services Component Report	8/1	8-5	No	Yes	Yes	FY05 late FY06 n/a FY07 n/a FY08 n/a
Educational Technology Grant Report	8/1	8-4	No	Yes	Yes	FY05 late FY06 n/a FY07 n/a FY08 n/a
Workforce Development Grant-Education to Careers Component Report	8/1	7-22	Yes	Yes	Yes	FY05 on time FY06 n/a FY07 n/a FY08 n/a
Program Improvement Grant Programmatic/Fiscal Report	8/30 8-1 8-1 9-30	8-30 8-17 8-4 8-28	Yes No No Yes	Yes	Yes	FY05 on time FY06 late FY07 late FY08 on time
Unit Cost (Traditional)	9/1	8-17	Yes	Yes	Yes	FY05 on time FY06 n/a FY07 n/a FY08 n/a
Perkins Programmatic Report	10/1 10/1 8/15 9/30	10-1 9-30 8-23 9-28	Yes Yes No Yes	Yes	Yes	FY05 on time FY06 on time FY07 late FY08 on time
Faculty, Staff & Salary Supplementary Information	10/15 10-17 10-17 10-17	10-13 10-13 10-10 n/a 11-27	Yes Yes Yes Yes No	Yes	Yes	FY05 on time FY06 on time FY07 on time FY08 report on time. FY08 Web survey late
P-16 Initiative Report	8-1	7-21 8-1 7-19	Yes	Yes	Yes	FY05 on time FY06 on time FY07 on time

Report Name	Due Date	Last Submission Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency	Comments
P-16 Initiative Report (continued)		7-23				FY08 on time