

March 31, 2022

Illinois Community College Board
Attn: Allison Decker, Senior Director for Academic Affairs & Student Services
401 East Capitol Avenue
Springfield, IL 62701-1711

Ms. Decker,

I am writing to request that the Illinois Community College Board (ICCB) assign a status of *Recognition Continued* to Rock Valley College District 511. Included is Rock Valley College's self-evaluation report and all required supporting documentation. All of this documentation has also been sent to you electronically via email.

If you have any questions or require additional information, please contact Dr. Lisa Mehlig, Executive Director of Outcomes Assessment, HLC Liaison at 815-921-4070 or l.mehlig@rockvalleycollege.edu.

Respectfully,



Howard J. Spearman, Ph.D.
President

Cc: Mrs. Heather Snider, Vice President of Institutional Effectiveness and Communication
Dr. Lisa Mehlig, Executive Director of Outcomes Assessment, HLC Liaison

Standard 1: Academic

Degrees and Certificates

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

Indicators of Compliance

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are not in the catalog and in which the college is not enrolling new students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File.

Narrative:

Procedure

To check the College's compliance status with ICCB Rule 1501.303b (Program Requirements) and Rule 1501.309d1 (Units of Instruction), staff members completed a comprehensive review of courses, certificates, programs and degrees being offered. The current download of ICCB Master Course and ICCB Master Curriculum files were requested from ICCB. Two reports were generated from the student system in Ellucian. The first report listed all active courses and the second report listed active programs in the system. Both lists were checked for accuracy and also compared with the previous College catalog.

Staff conducted audits to check the following:

- Is the title and curriculum code correct in the catalog, the website, and other marketing materials?
- Does the degree or certificate fall within correct credit hour ranges?
- Does the degree or certificate contain the correct general education credit hours? (Note: Review included checking courses with the currently approved IAI GECC and IAI Major Course lists.)
- Are any degrees or certificates being offered that are not included in the catalog?
- Are any degrees or certificates currently in the catalog and not being offered? Are any programs inactive?

Findings

No degrees or certificates were offered that were not included in the catalog for a given year. Furthermore, no inactive degrees or certificates appear in the catalog for a given year. Recently, all degrees and certificates were once again reviewed to ensure titles are consistent with those documented through ICCB.

Any programs that were withdrawn during this time were appropriately removed through ICCB processes and then from the catalog.

Actions

RVC is compliant with awarding associate degrees and certificates in accordance with units of instruction approved by the ICCB. Given that the college updates its catalog annually, changes to degrees and certificates can be published in a timely fashion. As part of the annual review of the catalog, degrees and certificates will be maintained in alignment with what is on record with ICCB. ICCB processes for implementing or withdrawing a program will continue to be used to ensure accuracy and currency of this list.

Evidence:

- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Articulation

Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:

1. at least three Illinois public universities,

or

2. 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.

Indicators of Compliance

- The district's AA, AS, and AES degree requirements allow only courses that have been articulated for transfer.

Indicators of Quality

- The college has adopted the general education core for its baccalaureate transfer degrees.
- The college has adopted the major-specific curriculum models for its baccalaureate/transfer degree majors to facilitate transfer to corresponding baccalaureate programs.
- The college has adopted a process for reverse transfer of credits.

Narrative:

Procedures

A comparison was done of the College's transfer degrees to the state IAI GECC model, and an audit was performed to examine courses designed to meet associate degree requirements and ensure appropriate documents (i.e., Form 13) were on file or confirm the course was approved by the IAI as a general education core curriculum or IAI major course.

The transfer degrees were reviewed to confirm meeting the specific course requirements of Section 1501.302 Units of Instruction 3A and B.

The current IAI GECC Course and Majors Lists were downloaded from the IAI website and compared to the College's catalog and the *RVC IAI/RVC GECC Requirements* list to confirm accuracy.

Findings

All RVC courses are designed to meet associate degree requirements either through IAI approval or Form 13s and are accurately listed in the college catalog.

RVC had reverse transfer agreements with a few colleges and universities prior to the statewide policy, but has since widened the reverse transfer process to eligible students from all Illinois 4-year institutions. Information regarding reverse transfer can be found in the [College Catalog](#) (p. 41) and on the [Reverse Transfer webpage](#) of the college website.

Actions

RVC is in compliance, but will address the following to ensure continuous improvement:

1. Through curriculum development processes and annual update of the college catalog, RVC will continue to compare courses and associate degree requirements with the IAI GECC model and ensure our courses are designed appropriately through IAI approval or Form 13s and ensure this is accurately conveyed in the catalog and on the college website where appropriate.
2. RVC will continue to communicate reverse transfer options with students through advising, college catalog, and on the college website and collaborate with other colleges and universities for possible reverse transfer opportunities.

Evidence:

- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Reverse Transfer](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Academic Control

- a. The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established process for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.
- b. The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act where applicable.

Indicators of Compliance

- The community college maintains full academic control of the unit of instruction.

Narrative:

Procedure

Academic Affairs and Institutional Effectiveness staff reviewed processes connected with instructor evaluation, approved units of instruction, instructor records, admissions and course placement, and graduation to determine compliance with academic control expectations.

Instructor Evaluation

To check the College's compliance status with ICCB Rule 1501.302 (Units of Instruction, Research, and Public Service), staff members completed a review of Instructor Evaluation procedures as contained in RVC's Collective Bargaining Agreements with the Faculty Association (2015-2020 and 2021-2026). Section 5.9 in both Collective Bargaining Agreements clearly outlines the Instructor Evaluation process including the evaluation criteria, schedule, procedures, student evaluation of faculty, and report forms for both tenured and non-tenured faculty members. The following appendices of the 2021-2026 CBA further outline instructor evaluation:

- Appendix B: Evaluation Criteria
- Appendix C: Faculty Professional Development Plan
- Appendix D: Classroom Observation Report
- Appendix D1: Librarianship Observation Report
- Appendix D2: Online Class Observation Report
- Appendix E: Student Evaluation of Faculty Teaching Effectiveness

Approved Units of Instruction

When developing new programs, RVC follows the guidelines of *ICCB Form 20-Application for Permanent Approval of Career & Technical Education Curriculum* or the *ICCB Form 21-Application for Reasonable and Moderate Extension Request*, following the parameters in ICCB Rule 1501.302 (d) 2 D and E.

When an academic area or faculty member proposes a new program, a Labor Market Study is done to provide information on how the new program will address the district's economic need, including information on program completers versus projected job

openings. Part of the development process includes verifying the College has the fiscal resources budgeted to support the program. The Form 20 packet is completed verifying curriculum information including the specific course information and how the general education and/or technical skills will provide needed skills to meet program objectives.

Syllabi are created; information about approval for accreditation is included, if needed; assessment of student learning objectives are explained; and faculty qualifications are noted. The academic control over the program and what department and staff are responsible is explained to ensure that academic integrity will be maintained. If there is a special admissions process, or any contractual or cooperative agreement involvement with another entity, that process will be fully described.

After the faculty or academic area complete this process, the dean reviews and approves the program for submission to Academic Affairs for consideration by the Curriculum Committee. Once affirmed by the Curriculum Committee, the area Vice President and Chief Academic Officer approve, and the program is presented to the Board of Trustees.

The Curriculum Coordinator completes ICCB paperwork and tracks the program's approval process with the State. When a new program is approved by ICCB, it is added to the College's ICCB Program Review 5-year Chart to ensure it is included in the process for review in order to maintain quality and accountability.

Instructor Records

Grading is the sole responsibility of individual faculty members, and all full-time faculty are expected to engage in assessment of student learning. Faculty use course-level assessment results to validate student learning and document changes made to curriculum or instruction to enhance student learning. Faculty have access to an online grade book through the College's learning management system. Faculty submit grades electronically to the RVC Registrar's Office while maintaining documentation of grades earned for a period of time that corresponds with established College procedures and timelines.

Admission and Course Placement

Consistent with Section 3-17 of the Act, RVC has admissions and course placement procedures that allow entry for all students qualified to complete any one of the programs of study. Various options are available for determining course placement and follow the state guidelines for GED placement, high school GPA placement, ACT/SAT scores, Advanced Placement (AP), College Level Examination Program, and college transcripts. If these are not available or scores are not sufficient, students can do placement testing to assess their abilities in reading, English, and math.

During the pandemic, placement testing the college adopted a placement-testing deferral procedure. Students must submit any of the above mentioned options for determining placement. If they do not meet any of these then they must fill out a [Placement Prerequisite Deferral Form](#) located on the college website, which is then reviewed case-by-case through Student Affairs.

Course placement information can also be found on the [Placement Testing pages](#) of the college website, in the [College Catalog](#) (p. 20), and is further detailed in the Assessment Plans section of this report.

Graduation

Students apply for graduation in a given semester and a degree audit is conducted to ensure these students seeking graduation have met the minimum requirements for their program.

The college conducts a degree audit process to ensure that graduation requirements are consistent with the stated objectives of the unit of instruction, as well as with Section 3-17 of the Act where applicable.

The degree audit conducted ensures that RVC students graduation from one of the programs of study meet the requirements outlined by the college's academic units.

- AA Examples [One](#) / [Two](#)
- AS Examples [One](#) / [Two](#)
- AAS Examples [One](#) / [Two](#)

Actions

Review of these processes and documentation indicate that RVC is compliant with ensuring that the community college maintains full academic control of the unit of instruction.

Evidence:

- [2021-2026-RVC-Faculty-CBA_FullyExecuted](#)
- [AA_DegreeAuditExample](#)
- [AA_DegreeAuditExample2](#)
- [AAS_Accounting_DegreeAuditExample](#)
- [AAS_CRM_DegreeAuditExample](#)
- [AS_DegreeAuditExample](#)
- [AS_DegreeAuditExample2](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report SelfEval FINAL_063016](#)
- [RVC Website - College Catalog](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Placement Prerequisite Deferral Form](#)
- [RVC Website - Placement Testing](#)
- [RVC Website - Student Handbook](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Curriculum: Degree Requirements

The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.

A. Degree Requirements: The range of total number of credit hours required for completion of an associate degree curriculum shall be within the parameters of ICCB Rule 1501.302 Units of Instruction, Research, and Public Service.

Indicators of Compliance

- The district's AA, AS, and AAS degree requirements are within the prescribed limits set forth by statute and Administrative Rules.

Indicators of Quality

- Degree requirements beyond the minimum are directly related to the objectives of the unit of instruction, are not excessive, and are generally consistent with similar degree offerings at other institutions.
- Degree offerings are consistent with the career pathway competencies for students seeking to enter a field of study or that are transferring to a four-year institution.

Narrative:

Procedure

Section 1501.302 of the Administrative Rules states that required semester credit hours for the AA and AS degrees must be at least 60 and at most 64 and the required semester credit hours for the AES degree must be at least 60 and at most 68 credit hours. AAS semester credit hours must be at least 60 and at most 72. Academic Affairs staff will review credit hour requirements for its degrees to determine the degree to which the college is compliant with this ruling.

Findings

AA & AS degree credit hour requirements are 64, which is in line with the parameters set by ICCB Administrative Rule 1501.302. AES degree credit hour requirements are also in line with these parameters at 65. All RVC AAS degrees credit hour requirements are within the 60-72 credit hour range set by ICCB Administrative Rule 1501.302, with the exception of Dental Hygiene and Aviation, which are both at 82 required credit hours.

- Aviation has a requirement of 6 credit hours of general education courses and 76 credit hours of aviation maintenance core courses addressing FAA requirements. More information can be found on page 60 of the current college catalog.
- Dental Hygiene has a requirement of 22 credit hours of prerequisite general education and general education courses, and 48 credit hours of core courses. The

Dental Hygiene program curriculum facilitates transition toward a Baccalaureate degree. More information can be found on page 68 of the current college catalog.

Some certificate and degree programs are still identified as active with ICCB, including Building Construction Management and Sustainable Energy Systems.

Actions

RVC is compliant with credit hour requirements for its degree programs. To ensure continuous monitoring and improvement, the college will engage in the following:

- Review Dental Hygiene and Aviation degree requirements to determine how best to move graduation requirements within the required range of credit hours. This will include comparison to other similar Illinois Community College programs and current requirements against industry standards and accreditation and licensure expectations.
- Through appropriate ICCB process, remove any certificate and degrees that are still identified as active but are no longer offered at RVC. Ensure that process documentation for RVC on withdrawing a program include steps to ensure that it is no longer listed as active with ICCB.

Evidence:

- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Curriculum: Accreditation and Credentialing

The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.

B. Accreditation and Credentialing

1. Appropriate steps have been taken to ensure that accreditation of the unit of instruction will be granted in a reasonable period of time.
2. The unit of instruction will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.

Indicators of Compliance

- The unit of instruction meets accreditation and licensure requirements, as appropriate to the specific field.

Indicators of Quality

- The unit of instruction includes industry-recognized credentials consistent with the discipline or field of study.
- Evidence of stackable credentials (certificates and degrees that are fully articulated) within a discipline or field of study.
- For Career and Technical Education courses, the unit of instruction was developed with the advice and recommendations of a CTE Advisory committee of employers.

Narrative:

Procedure

Accreditation provides assurance that institutions and programs meet established standards of quality. The college will review current accreditation and licensure requirements for its programs to ensure that they are appropriate to the field of study and support provision of industry-recognized credentials.

The most recent RVC College Catalog was reviewed to determine evidence of stackable credentials (certificates and degrees that are fully articulated) within a discipline or field of study guided by accreditation or licensure requirements and recommendations from advisory committees.

Findings

At RVC, regional accreditation is provided through the Higher Learning Commission (HLC). Many career and technical programs also hold specialized accreditation or licensure requirements. The following table identifies RVC External Accreditation for institutional

and specialized accreditation as of 2020. The review cycle, current status, and time of next review are also provided.

Accrediting Body	RVC Programs	Accreditation Cycle	Status	Next Review
Regional, Institutional Accreditation				
Higher Learning Commission	All programs and operations	10-year cycle with annual reporting Focused monitoring visit in January, 2015 indicated no further monitoring.	Accredited; self-study and site visit completed	Annual interim reports with assurance review and comprehensive evaluation in 2018 and 2024.
Specialized Accreditation				
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Surgical Technology	10-year cycle	Accredited	2022
American Welding Society (AWS)	Welding Technology	Annual self-audit; site visit every 3rd year	Accredited facility	2020
Commission on Dental Accreditation	Dental Hygiene	7-year cycle self-study with annual updates	Accredited	2024
Commission on Accreditation for Respiratory Care	Respiratory Care	10-year cycle self-study with annual updates	Accredited	2022
Federal Aviation Administration (FAA)	Aviation Technology	Semi-annual site visit determined by FAA	Operations approved	Visits determined by FAA
Bureau of Apprenticeship Training (USDOL/ETA/OATELS-BAT)	Electrician Apprenticeship	Facility accreditation, curriculum modified via advisory committees	Accredited	Ongoing through advisory committees
	Ironworkers Apprenticeship		Accredited	
	Sheet Metal Workers Apprenticeship		Accredited	
Illinois Department of Financial and Professional Regulation, Board of Nursing	Associate Degree in Nursing	State directed by National Standards with annual follow-up (based on national licensure exam pass rate > 75%)	Continued process; approved	Summer, annual
	LPN Bridge Program			
	LPN Program			
Illinois Department of Public Health	Nursing Assistant (C.N.A.)	None; mandatory reporting after completion of each C.N.A. cohort	Continued process; approved	Each 8 or 16 weeks per cohort
National Automotive Technicians Education Foundation (NATEF)	Automotive Technology	Curriculum reviewed every 5 years; instructors need 20 hours in CEs	Certified	2021
American Society for Clinical Pathology (ASCP)	Phlebotomy Technician	Program Coordinator submits credentials every 3 years.	Approved 2015 Certification Board	Ongoing
Automotive Service Excellence (ASE)	Automotive Technology	Instructors certified every 5 years	Certified	Ongoing
Office of the State Fire Marshall	Fire Science	Curriculum meets required guidelines of State Fire Marshall's office.		
Accrediting Council for Collegiate Graphic Communications	Graphic Arts	6-year cycle	Accredited	2024

Since 2017, the accreditation for two of these programs has changed in response to changes in industry standards and recommendations of an advisory committee and regional employers. Information about these programs is provided below:

- **Nursing:** In August of 2018, the nursing program became accredited by the Accreditation Commission for Education in Nursing (ACEN). The next review is schedule to occur in Spring of 2025.
- **Graphic Arts:** In February of 2018, the graphic arts program engaged in a comprehensive review and site visit with the Accrediting Council for Collegiate Graphic Communications (ACCGC). While the program was successful in its efforts to obtain continued accreditation status, the college decided to not renew its accreditation. This program curriculum and certificates were being redesigned to

reflect current needs in graphic arts regionally. Furthermore, it was determined that students did not benefit within the program or subsequently in the workforce by participating in a program accredited by ACCGC.

In response to COVID-19, the college complied with request for information on any changes in operation to HLC and ensured that all program accreditation standards and expectations that may have been altered due to the pandemic were followed. This [information](#) guided continued accreditation and licensure requirements for the college and its programs.

During the time period of this self-evaluation, the college reviewed its programs to identify improvements that could be made in providing stackable, fully articulated certificate and degrees. Some of those programs have already revised programs of study and certificates.

For example, the Welding program was revised to better address employer need. The initial Assembly Line Welder certificate was found to lacking in some of the skills needed to address entry-level positions, so this certificate was sunset and a new certificate was established, the Industrial Welder. Likewise, the Welder certificate did not include Fabrication, so this certificate was modified to include those skills, resulting in a new certificate, Advanced Welding. In Mass Communication, the advisory committee identified a gap in journalism; in order to address this need, the Mass Media Journalism certificate what created.

RVC has also developed new programs of study and certificates to address regional employer and economic needs. The College contracted with the National Coalition of Advanced Technology Centers to conduct an evaluation of current offerings as compared with industry needs. As a result, the college designed two new programs of study: Mechatronics and Supply Chain Management.

Actions

RVC continues to ensure that the unit of instruction meets accreditation and licensure requirements appropriate to specific field and programs of study. Within the period of this evaluation, the college adjusted program accreditation, revised several stackable credentials (e.g, Industrial Welding, Advanced Welding, and Multi Medial Journalism) and developed new stackable programs (e.g., Fundamentals of Mechatronics, Advanced Mechatronics, Fundamentals of Supply Chain Management, and Advanced Supply Chain Management) in alignment with industry expectations and needs. This work is scheduled to continue to improve the currency of existing stackable credentials and develop new certificate and degree pathways that address regional economic need.

Evidence:

- [COVID-19Program Accreditation and Licensing Agencies](#)
- [KPI Report - Accountability - 2017](#)
- [New Certificate Approval Additional Form](#)
- [New Certificate Approval Application](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)

- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog_\(pdf\)](#).
- [RVC-Board-Policy-Manual-2-3-2](#)

Dual Credit: State Laws and Regulations and Accreditation Standards

Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:

A. State Laws and Regulations and Accreditation Standards: All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.

Indicators of Compliance

- College conforms to all state laws and regulations and accreditation standards
- College uses local partnership agreement or Model Partnership Agreement parameters when appropriate

Narrative:

Procedure

Early College staff at RVC will review its processes and course offerings to ensure compliance with state laws and regulations and accreditation standards.

Findings

Dual credit courses offered at partner high schools are regulated by the IL Dual Credit Quality Act. Memorandums of Understanding (e.g., [MOU for FY 21](#)) are in place with each partner high school district that has one or more secondary instructors who meet the minimum ICCB and HLC qualifying criteria within their respective disciplines. Formal MOUs were first initiated with districts in FY18.

All courses follow the same learning outcomes and objectives as described in the college's master course syllabi. Per the MOU, dual credit instructors are required to submit their course syllabi to the Early College. Each student is qualified to be enrolled in dual credit via the same placement measures utilized on campus – ACT/SAT test scores, ACCUPLACER, and since the onset of the pandemic, placement deferral. More details will be discussed in the following sections.

Actions

RVC conforms to all state laws and regulations and accreditation standards in its implementation of Dual Credit programming. To inform continuous improvement in this area, RVC will continue to review dual credit procedures to ensure that they are compliant with state law and regulations and accreditation standards.

Evidence:

- [Belvidere LTO MOU 20-21](#)
- [LTO DC MOU Belvidere 21-22](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16 ICCB Recognition Report SelfEval FINAL 063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Dual Credit: Instructors

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:

B. Instructors: The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.

Indicators of Compliance

- Faculty hold required credentials
- College has Professional Development plans on file

Narrative:

Procedure

Early College staff will review dual credit procedures and faculty transcripts for compliance with state and accreditation requirements for dual credit instructors.

Findings

New instructors have continuously been evaluated to meet the qualifications required for 1.1 PCS and 1.2 PCS minimum requirements. Once approved based upon qualifications, they are entered into the College system by HR and their official documents are verified through their hiring high school district. They are then provided with the master course syllabi, textbook information, sample coursework, an orientation to dual credit process and procedure, and faculty content expert. Each instructor has separate documents that have been thoroughly reviewed with [a master list of current information](#) available in Early College.

Dual credit faculty evaluations have changed with changes in leadership, as well as the amended Dual Credit Quality Act. From 2017-2020, all dual credit faculty were evaluated first by the associated department chair, then funneled to the academic dean, and ultimately signed by the vice president/Chief Academic Officer. With the changes in the DCQA law effective in January 2019 (see [IL Dual Credit Quality Act 110 ILCS 27/16 \(5\)](#)), the process was changed to ensure the appropriate approval of dual credit faculty. Furthermore, during the most recent comprehensive site visit from the Higher Learning Commission in 2019, those visiting RVC recommended that the college develop a process document to provide clarity and consistency in the process.

Early College staff determined that dual credit faculty were being unnecessarily disqualified from teaching dual credit prior to 2020. Instructor qualifications have been a challenge in

that the departments prefer higher credentials or specific graduate coursework depending on the content area that often go above and beyond the minimum qualifications. The discrepancy (i.e., what is preferred as opposed to what is necessary) was causing unnecessary confusion and ultimately created barriers for recognizing secondary teachers as qualified dual credit instructors. In order to ensure that minimum qualifications were appropriately acknowledged, all dual credit faculty candidates from secondary education were evaluated by the Dean of Early College, in collaboration with the academic dean and when necessary the Accreditation Liaison Officer, to clarify qualifications, prior to approval by an Academic Affairs vice president. A comprehensive audit was initiated prior to the pandemic. [Current internal process](#) documentation has been developed.

Actions

RVC conforms to all state and accreditation standards in ensuring that courses offered for high school students during the regular school day at the secondary institution are taught by instructors meeting minimum qualification.

- The college will continue to review procedures as stated in the [Early College pages](#) of the RVC website, Early College handbooks and guidance documents, articulation and dual credit agreements, course offerings, course requirements and concurrent credit. Process improvement is an ongoing effort to ensure compliance, as well as student access and success.
- Prior to the COVID pandemic, RVC had begun an audit of previously recognized dual credit instructors to ensure that qualifications were consistent with minimum qualifications to teach as outlined by the state and accreditation guidelines. This audit was delayed but will be completed in 2022. Comprehensive documentation and regular audits will be planned to ensure ongoing compliance.
- An updated master list of active dual credit instructors with the additional information referenced in columns of the ICCB Recognition Template needs to be implemented by the Early College department and shared with the CAO, respective deans and department chairs, and HLC Liaison.

Evidence:

- [DC@HS Instructor Masterlist](#)
- [Dual_Credit_Faculty_ICCB_Recognition_Template FINAL](#)
- [IL Dual Credit Quality Act](#)
- [MinimumQualificationsRemediationProcess2020](#)
- [New DC at the HS Instructor Checklist](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)

- [Remove before Publishing A--FY16 ICCB Recognition Report SelfEval FINAL 063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Early College](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Dual Credit: Qualification of Students

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:

C. Qualification of Students: Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.

Indicators of Compliance

- Students enrolled in college-level courses meet the academic requirements of the course
- Process for course selection is made in consultation with high school personnel

Narrative:

Procedure

Early College staff at RVC will review its processes and course offerings to ensure that students accepted for enrollment in college-level courses have appropriate qualifications and are made in consultation with high school counselors per college criteria and procedures for enrollment.

Findings

RVC student enrollment process for dual credit courses are as follows:

- Students complete an RVC Application for credit courses.
- Students submit high school transcripts, if needed for certain course pre-requisites (e.g., chemistry).
- Students complete ACCUPLACER, submit ACT/SAT scores, or complete the placement deferral form, as referenced on the [placement requirements page](#) of the college website.
- Students must seek approval from their high school counselor in order to enroll in college coursework at RVC or at their high school campus.
- Student enrollment into college coursework is determined based upon placement scores and and pre-requisite course requirements.
- For courses offered at RVC campuses, each qualified student must complete a [dual credit agreement form](#) which is signed by the student, a parent/guardian, and a high school counselor or principal.

- For courses offered at the high schools, high school personnel enroll qualified students into the dual credit courses based upon the individual high school course selection process. Each student who is enrolled on the high school roster meets the required dual credit placement and course pre-requisites associated with each course. All students on the high school roster are encouraged to enroll in the college credit offered, but they are allowed to opt out of earning college credit. Early College is informed of the high school rosters and students' desire to earn college credit by the high school personnel via a shared spreadsheet.

Due in large part to the pandemic, the college implemented placement deferral college wide. In conjunction with implementation of multiple measures and new legislation requiring the overhaul developmental education, a new approach to placement for dual credit will need to be created for implementation.

When high schools are approving students to take college credit courses at an RVC campus, it has been found that high school personnel rely solely on academic preparedness rather than a combination of academic preparedness along with high levels of motivation and adequate time to devote to college coursework. This impacts the degree of student success for courses being taken on the college campus. Strategies for addressing this with partner secondary education institutions will need to be identified and implemented.

Overall, the current processes and expectations were not clearly explained, accessible, or up to date via the Early College website. However, a comprehensive update of [these pages of the college website](#) was made in December 2021.

Actions

While the college is compliant in ensuring the qualifications for students in dual credit programs have appropriate qualifications and are made in conjunction with high school personnel, further improvement is needed to ensure the access and success of dual credit students.

- A review of multiple measures for dual credit placement will be created in collaboration with the CAO and college academic departments that ensures equitable access to dual credit and success within dual credit classes.
- Early College will meet with high school districts to determine how motivation and adequate time to devote to college coursework can or should be quantified.

Evidence:

- [Dual Credit Agreement Form](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16 _ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Early College](#)
- [RVC Website - Placement Testing](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Dual Credit: Placement Testing and Prerequisites

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:

D. Placement Testing and Prerequisites: High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.

Narrative:

Procedure

Early College documentation was reviewed to ensure it contained clear language outlining the college requirements, prerequisites, and placement test information for dual credit students that mirrors the process used to place traditional college students in courses. Dual credit students' transcripts were selected for review of prerequisite and appropriate placement tests or ACT scores submitted.

Findings

The steps for selecting high school students for dual credit offerings include the following and are consistent with placement and prerequisite guidelines for other college-level students:

- Students submit high school transcripts, if needed for certain course pre-requisites (e.g., chemistry).
- Students complete ACCUPLACER, submit ACT/SAT scores, or complete the placement deferral form, as referenced on the [placement requirements page](#) of the college website.
- Students must seek approval from their high school counselor in order to enroll in college coursework at RVC or at their high school campus.
- Student enrollment into college coursework is determined based upon placement scores and pre-requisite course requirements.

Adherence to placement and prerequisite requirements is ensured by Registration & Records processes for the registration of dual credit students. Any student who doesn't meet course placement or prerequisites is not allowed to register for college credit. Early College also documents and confirms that all individual students on high school rosters for dual credit have met the required placement tests and prerequisites even if the student opts out of earning the college credit.

Actions

While the college is compliant in ensuring that high school students enrolling in college-level courses satisfy the same course placement and course prerequisites as other college-

level students, additional review and implementation of multiple measures for placement of dual credit students will be reviewed.

Evidence:

- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16 ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Placement Testing](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Dual Credit: Course Offerings

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:

E. Course Offerings: Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in the ICCB approved certificate or associate in applied science degree programs.

Narrative:

Procedure

Early College staff will review dual credit course offerings were reviewed to ensure they have IAI numbers, have been articulated with senior institutions in Illinois, or are from the first-year courses in ICCB approved Associate in Applied Science degree programs.

Findings

All dual credit course offerings at local high schools are 100 level or higher and are a 1.1 baccalaureate IAI course or a 1.2 CTE course that applies towards an ICCB certificate or degree career pathway.

Below is a current sample of dual credit course offerings at the college's regional high schools and high school districts:

High School	Prefix Number
Boylan	ART-131
Byron	ATG-110
Byron	BUS-130
Byron	CIS-102
Byron	EDU-224
Byron	ENG-101
Byron	HST-141
Byron	MTH-220
Byron	NAD-101
Byron	STU-103
D100	ATM-106
D100	MEC-110
D100	MEC-130
D100	MEC-140
D100	PCT-110
D100	PCT-270
Harlem	BUS-101
Harlem	HLT-110

Harlem	MTH-135
Harlem	PCT-110
Harlem	PCT-262
Oregon	LIT-144
Pecatonica	SPN-101
Pecatonica	SPN-102
RPS	CRM-120
RPS	HLT-110
RPS	NAD-101
RPS- Roosevelt	BIO-103
RPS- Roosevelt	CRM-120
RPS- Roosevelt	ECE-100
RPS- Roosevelt	ECE-101
RPS- Roosevelt	ECE-103
RPS- Roosevelt	ENG-101
RPS- Roosevelt	GAT-101
RPS- Roosevelt	GAT-115
RPS- Roosevelt	MET-110
RPS- Roosevelt	STU-101
RPS- Roosevelt	STU-103
RPS- Roosevelt	STU-299
South Beloit	ENG-101
Stillman Valley	CIS-102
Stillman Valley	MTH-220

The review of dual credit course offerings confirm that course offering information, including IAI code, PCS code, and course description is located in the [College Catalog](#) and on master course syllabi. However, high schools are not providing the full course description with IAI code or PCS code information within their own course offering information as demonstrated in [Roosevelt's high school website listing of current dual credit offerings](#).

Actions

While the college is compliant in ensuring that dual credit courses are college-level and transferable or meet requirements of approved certificates, the following will be addressed as part of continuous improvement efforts:

- Early College will work with high schools to ensure they publish the full details of the course offerings for student distribution or ensure that students are aware of where to find the information via the RVC website and catalog.
- Early College will also work to list current course offerings within each high school on its website for more accessibility of the course offering information.

Evidence:

- [Dual Credit - Course Listing - Roosevelt Example](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Dual Credit: Course Requirements

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:

F. Course Requirements: The course outlines utilized for these courses shall be the same as the 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.

Narrative:

Procedure

Early College staff at RVC will review its processes and course offerings to ensure that course outlines utilized for these courses are the same as the courses offered on campus and contain the content articulated with colleges and universities in the state. This includes ensuring that course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students are the same as for courses delivered on campus.

Findings

Once a dual credit instructor's qualifications are verified as referenced in the previous section on dual credit instructors, the master course syllabus (MCS) is shared with the high school contact and dual credit instructor. As is the case in courses taught on campus, the MCS is intended to provide a consistency framework for the course as it relates to course prerequisites, descriptions, topic outlines, required materials, learning outcomes, methods of assessment, and methods of evaluating students.

If available, a RVC instructor's syllabus is also shared with the dual credit instructor as an example of course delivery (e.g., pacing, timeline, assignments, and assessment methods).

Per the MOU with the school district in which the dual credit course is offered, the course instructor is required to use the MCS to create their own instructor syllabus for the course and submit it to the Early College office. Review of this process indicates that dual credit instructors often have difficulty understanding the purpose of the MCS to create their own syllabus.

Furthermore, to reinforce consistency in course requirements, deans and department chairs also pass along their expertise in teaching the course on campus and serve as a content expert as needed. Dual credit workshops (sample dual credit [workshop agenda](#) and [presentation](#)) are held in the spring and early summer to bring larger numbers of dual credit instructors up to speed on curriculum.

Workshop offerings have included Business (2019); Manufacturing (2020); and Computers & Information Systems (CIS), Nursing Aide (CNA), Accounting, Automotive, and Education (2021).

Dual credit course shells in the learning management system have newly been designed in

2021 as a community space for dual credit instructors to electronically access curriculum content, textbook information, lab material lists, and sample assignments. Instructors access this information via RVC's learning management system with their RVC network ID and password. Examples of the learning management shells are provided below in screenshots of course shells for the HLT 110: Medical Terminology and CIS 102: Introduction to Computers and Information Systems.

HLT 110: Medical Terminology	CIS 102: Introduction to Computers and Information Systems
HLT 110 - 1	CIS 102 - 1
HLT 110 - 2	CIS 102 - 2
HLT 110 - 3	CIS 102 - 3

Actions

While the college is compliant in ensuring that course outlines used for dual credit courses are the same as for courses offered, the following actions will be taken to ensure continuous improvement:

- Early College will conduct a syllabus audit to ensure that all dual credit instructors are effectively able to complete their course syllabi and provide them to Early College in a timely manner. Furthermore, the audit will determine the degree to which dual credit instructors are developing a comparable course and in how to better support these instructors in this process.
- Additional dual credit workshops will be held to orient new dual credit instructors to course curriculum, pacing and learning outcomes and assessment, as well as syllabus design.
- Course shells will be developed to provide curriculum outlines and pacing guides for implementation within all dual credit classrooms.
- The course shells provided in the learning management system will be further utilized to collect dual credit course syllabi from instructors.

Evidence:

- [CIS 102 Eagle shell 1](#)
- [CIS 102 Eagle shell 2](#)
- [CIS 102 Eagle shell 3](#)
- [DC Instructor Bootcamp Presentation](#)
- [English Workshop Agenda](#)
- [HLT 110 Eagle shell 1](#)
- [HLT 110 Eagle shell 2](#)
- [HLT 110 Eagle shell 3](#)

- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16 ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Dual Credit: Concurrent 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:

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

Narrative:

Procedure

Early College staff at RVC will review its processes and course offerings to ensure that whether a college course is offered for concurrent high school and college credit is made at the secondary level and in accordance with the school's policies and the practices of the district.

Findings

The college does not assume responsibility regarding whether or not a course is accepted for dual credit by a high school unless a dual credit partnership agreement is in place.

Some high school districts outline the dual credit potential in their planning guides, such as with the [Rockford Public Schools Planning Guide](#) (pp. 30 - 31).

All students who choose to enroll in college courses at their high school campus receive dual credit from their high school based upon the dual credit memorandum of understanding with the high school district. It is determined by the high school district how the specific courses and credits will apply towards high school graduation. RVC will only help define how those courses apply towards college completion or transfer.

Each course that a current high school student enrolls in on an RVC campus is marked as dual credit or dual enrollment based upon what is indicated and approved by the high school counselor on the [Dual Credit Agreement Form](#). High school students who complete classes at an RVC campus are defined as either dual credit or dual enrollment students based upon what is noted on this form. In some cases, all selected class are approved for dual credit by the high school and in other cases only select courses are approved for dual credit; the others are recorded as dual enrollment (college credit only).

Actions

The college is compliant in ensuring that decisions about whether a college course is offered for concurrent high school and college credit are made by the secondary institution and in accordance with their policies and practices.

Based upon the partnership agreements and Dual Credit Agreement forms, each specific course is individually coded as dual credit or dual enrollment for each concurrently enrolled high school student is registered through RVC. This coding is housed within the RVC student

information system (Colleague) and utilized for A1 reporting.

Evidence:

- [Dual Credit Agreement Form](#)
- [HighSchoolPlanningGuide_English](#)
- [LTO DC MOU Belvidere 21-22](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Assessment Plans

A system of evaluating and recording student performance in courses shall be in effect as a per district policies and shall be available for review. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of student learning. All academic programs will systematically assess student learning and use assessment results to improve programs.

Indicators of Compliance

- The college has in place a systematic process to assess student learning in each degree and certificate program it offers.
- The college regularly utilizes data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning.

Indicators of Quality

- The College regularly reviews their placement policies and procedures and engages in continuous data analysis to ensure that placement policies and procedures are placing students appropriately.

Narrative:

Procedure

Academic Affairs and Institutional Effectiveness staff reviewed the following resources to determine if the college has in place systematic assessment processes and uses assessment data to improve curriculum, teaching, and student learning.

- College placement policies and cutoff scores
- Program review reports
- College catalogs
- Applications for new programs
- College instructional program assessment policies

Findings

College Placement Policies and Cutoff Scores

The RVC Testing Center regularly reviews placement policies and procedures to ensure placement policies are appropriate using the following methods:

Regional & National Associations

- The RVC Testing Center stays active within local and national organizations to collaborate with other testing professionals, testing companies, colleges and policy-making agencies. The RVC Testing Center has membership in the following organizations: NCTA (National College Testing Association), NITC (Northern

Illinois Testing Coalition), and College Board ACCUPLACER.

- The RVC Testing Center staff subscribes to multiple testing affiliated listservs.
- The RVC Testing Center staff attends conferences and workshops, as well as participates in ongoing professional development. The most recent conference was the virtual NCTA National Conference in 2021.
- The RVC Testing Center monitors placement policies of other Illinois Community Colleges.

Illinois Policy

- A member of the Testing Center staff was on the ICCB (Illinois Community College Board) committee/workgroup (2018-2019) to help plan for the implementation of the ICCB recommendations (as stated below).
- The RVC Testing Center implemented the recommendations as approved by the Illinois Counsel of Community College Presidents on June 1, 2018. This is a minimum set of measures that Illinois Community Colleges need to implement to achieve a standardization of introductory college-level curriculum under the Illinois Articulation Initiative, which includes placement testing.
- Current discussions and research are being conducted for adoption of Illinois HB 2170 policy.

Data Analysis

- The RVC Testing Center works with College Board in producing ACCUPLACER validity studies to assist in using measures to predict the probability that a student will succeed in a particular course. The latest placement validity study was completed in 2020. Prior to that, a validity study was completed in 2016.

RVC Stakeholders

- The RVC Testing Center transitioned to College Board's new version of ACCUPLACER (Next Gen) placement testing in 2019. After data research, which included collaboration with RVC faculty and stakeholders, the RVC Testing Center created and implemented new ACCUPLACER placement testing measures.

Program Review Reports

The college participates in Program Review each year, during which various programs are reviewed once every five years. This review allows the college to support strategic planning and to make decisions regarding the allocation of fiscal resources. This review also informs the viability and health of the various programs, facilitating opportunities for continuous improvement, and ensuring the programs offered are meeting the needs of the college district.

The programs reviewed utilize a template that is tailored to one of four service areas:

1. Career and Technical Education,

2. Academic Disciplines,
3. Cross-Disciplinary Instruction, and
4. Student and Academic Support Services.

Academic Affairs and Institutional Effectiveness provide support to those completing Program Reviews. Members of Institutional Effectiveness provide multi-year, disaggregated data packets that include the following:

- Assessment Plans and Findings
- Enrollment
- Demographic
- Student Success
- Program Development and Review - Labor Market (regional: for CTE programs from EMSI)

When faculty and staff have completed their drafts of the program reviews, they are shared with their respective dean and vice presidents in order for any questions to be answered. Lastly, faculty and staff present their program reviews to the leadership of the college, including deans, executive directors, and cabinet members. This allows the faculty and staff to share their findings and share any requests for resources needed to support their programs. They also have the opportunity to share any limitations in their current programming.

Lastly, the Curriculum Coordinator assembles all program reviews into one document for submission to ICCB.

Examples of changes that were made to curriculum, teaching and student learning as a result of Program Review include, but are not limited to, the following:

- As a result of Program Reviews completed in 2020, more simulations have been added to the Nursing program, thereby enhancing student learning.
- For Program Review completed in 2021, History identified that they were not offering courses that explored specific race and ethnicities included in the American culture. As a result, faculty are currently designing four new courses, with the first course being forwarded for approval titled "Black American Experience in the History of the United States."
- Additionally, the Athletics program completed Program Review in 2021, and as a result they have been able to solidify co-curricular learning goals and have identified assessment plans to determine the success of student learning.

College Catalogs

The college maintains a current college catalog, which is compared with the current ICCB Master Course and Master Curriculum files to ensure accuracy. The catalog is revised each academic year to reflect any changes from the previous year. The Curriculum Coordinator updates the catalog as curriculum is approved by ICCB and IAI or as courses are withdrawn. The catalog is printed once each year and is [available on the college website](#).

Applications for New Programs

There are times when the college identifies that new programs need to be designed. At times, the need for new courses or programs are as a result of advisory committees, such as the Advanced Welding program and CISCO Networking. An evaluation as completed by the National Coalition of Advanced Technology Center resulted in the creation of two additional programs: Mechatronics and Supply Chain Management. At other times, community industry partners will approach the College, requesting programs to address employment needs.

The college has procedures for the approval of new programs. According to the [Collective Bargaining Agreement for the Faculty Association, Section 6.21](#), *Curriculum Development*, faculty are given the first opportunity to design the curricula for new courses and programs. In order to ensure academic integrity and curricular quality, all faculty members from the discipline are provided the opportunity to review the course, certificate, program or degree and make recommendations for changed prior to forwarding to the Curriculum Committee.

Faculty complete the application for new program approval, which documents the research and need for the new course or program:

- Supporting information, including the purpose and need for the new course or program;
- Impact of the new course or program on existing offerings;
- Expected enrollment in the new course/program and faculty qualifications;
- Eligibility for Illinois Articulation Initiative;
- Course or program outcomes; and
- Master Course Syllabus and, if IAI, Instructor Syllabus.

The Curriculum Committee meets monthly during the academic year and uses a standardized New Course/Program Approval form. As part of the review process, the committee affirms that the new course or program exhibits rigor and academic scholarship, as well as adheres to the requirements set forth by statute and Administrative Rules.

College Instructional Program Assessment Policies

RVC has in place systematic processes to assess student academic learning at the course, program/discipline, and institutional levels. While departments have control over selecting measures and setting expectations to inform assessment, the college promotes the use of direct measures from classes to inform the various levels of academic assessment. The expectation is that all departments will assess select courses each year so that all courses are assessed at least once across a five year period. For program/discipline assessment, each department will assess at least one program/discipline outcome across the five year period. Documentation of this assessment is to be provided in TaskStream, so the college has a central repository of the process, findings, and actions taken. To address institutional-level assessment, faculty annually review student artifacts against scoring criteria informed by the AAC&U VALUE rubrics. Results are compared to student learning expectations and recommendations for improving student learning are presented to the college.

RVC provided details of its assessment process with Criterion 4 of its [2019 assurance argument](#) as part of its mid-cycle evaluation with the Higher Learning Commission (HLC). As a result of this 2019 comprehensive review, RVC was asked to submit an interim report on assessment. The interim report was to address the need of the college to demonstrate the comprehensive implementation of the RVC assessment program, including deeper faculty

involvement. The college's [Interim Monitoring Report of September 2020](#) further details the recommendations of the site visit team and the response of RVC to them. Changes made to improving faculty involvement include:

- holding assessment workshops for academic chairs and coordinators,
- increasing assessment documentation across divisions,
- increasing assessment updates to promote continual progress, and
- expanding outreach for institutional-level participation.

As a result of this interim report, RVC was no longer under monitoring. To ensure continuous improvement with academic assessment, actions were identified in the interim report. Furthermore, RVC joined the HLC Assessment Academy to formalize and begin implementation of a focus assessment for student learning project on campus with the support of HLC mentors and scholars. The assessment project focuses on formalizing curriculum mapping across the institution, developing an assessment toolkit to support faculty and staff needs for improving student learning through this process, and outlining a comprehensive professional development plan for improving student learning through the assessment processes.

Actions

While the college is in compliance with having systematic processes in place for assessing student learning in its degree and certificate programs, continuous improvement is needed to tie the findings of these processes to improvement in curriculum, teaching, and student learning. This continuous improvement is defined by the following actions:

- Improve annual monitoring of actions for improvement to curriculum, teaching, and student learning identified in program review, self-study, and assessment. In doing so, the college can enhance continuous improvement efforts and ensure the process are practical and lead to closing assessment and evaluation loops.
- Implement actions identified in the HLC Interim Monitoring Report and the HLC Assessment Academy project.
- Identify, document and share learning improvement stories that exemplify the use of assessment processes to improve curriculum, teaching, and student learning.

Evidence:

- [2021-2026-RVC-Faculty-CBA_FullyExecuted](#)
- [HLC Assurance Argument - 2019](#)
- [HLCInterimReport_093020](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - College Catalog](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Student Evaluation

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

Indicators of Compliance

The college has a policy in place for evaluating and recording student performance in courses.

Narrative:

Procedure

College policies and the most recent RVC College Catalog was reviewed to ensure inclusion of policies for evaluating and recording student performance in courses. The Catalog is available for students to review [online](#) and as a [downloadable pdf](#).

Findings

In Board Policy 4:20.050 RVC has a policy in place for evaluating and recording student performance in courses.

ROCK VALLEY COLLEGE
BOARD POLICY

4:20.050

EVALUATION OF STUDENT PERFORMANCE

The College will maintain an equitable process for course instructors to evaluate and record student performance which is compliant with applicable accreditation standards. Grading and evaluation standards will be communicated to students by course instructors through syllabi. This policy will be applied consistently with the College's collective bargaining agreement obligations.

The RVC College Catalog (pp. 28-29) includes student evaluation policies for:

- Grading
- Calculation of Grade Point Averages
- President's List and Dean's List
- Appeal of Capricious Final Grade
- Academic Forgiveness Criteria
- Academic Standards of Progress

The RVC College Catalog, including policies on student evaluation, is reviewed each year. [Current and archived versions of the catalog](#) are maintained on the RVC website.

Information about grading is also available to students in the Student Handbook (pp. 53-55).

Furthermore, per the [Collective Bargaining Agreement with the Faculty Association](#), Section 5.10, "Grading is the sole responsibility of individual faculty members. No one may change a student's grade except the faculty member who assigned the grade unless the grade review process is used."

Actions

Findings indicate that the College meets this indicator of compliance. RVC will continue to implement and monitor the policy and process in place for evaluating student performance in courses.

Evidence:

- [2021-2026-RVC-Faculty-CBA_FullyExecuted](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - College Catalog](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Student Handbook](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Faculty Qualifications/Policies

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

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

Indicators of Compliance

- Faculty preparation is in accordance with ICCB rule.

Indicators of Quality

- College has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy.
- Instructional materials are created accessible to persons with disabilities and electronic versions are available in a centralized location.

Narrative:

Procedure

Staff from Academic Affairs and Institutional Research conducted a comprehensive audit of all full- and part-time faculty personnel files in 2019-2020 to ensure compliance with the minimum qualifications to teach as outlined by ICCB rule and HLC guidelines.

Professional development from 2017 to 2021 was also reviewed to determine the degree to which faculty have opportunities to develop in use of technology, instructional design, assessment, accessibility, and discipline-specific training.

Findings

Minimum Qualifications to Teach

The [Condition of Employment of the faculty contract](#) outlines qualifications to teach at the RVC. These qualifications are consistent with generally accepted standards and practices as outlined by the State and accrediting agencies. The office of the Chief Academic Officer

maintains a record of specific courses and the [minimum qualifications for faculty](#) who teach those courses.

Between FY17 and FY19, RVC conducted annual random audits of faculty and staff credentials to confirm that they met the minimum qualifications to teach. RVC provided details of its process to ensure that each individual teaching meets minimum qualifications within Criterion 3 of its [2019 assurance argument](#) as part of its mid-cycle evaluation with the Higher Learning Commission (HLC). As a result of this 2019 comprehensive review, RVC was asked to submit an interim report on minimum qualifications to teach. The college's [Interim Monitoring Report of September 2020](#) further details the recommendations of the site visit team and the response of RVC to them. A comprehensive audit of all active faculty and adjunct credentials was conducted. In this audit, 132 faculty and 256 adjunct files were reviewed to capture course(s) hired to teach, work experience, credentials, certificates, and degrees. Results of this audit were reviewed against HLC expectation for minimum qualifications to teach, as well as those of ICCB. Based on this comprehensive audit, RVC is compliant with internal, state, and HLC guidance and expectations regarding minimum qualifications to teach.

As a result of the audit, the college did determine that a [process for remediation plans](#) needed to be formalized, so that in the event that an instructor does not meet minimum qualifications that a plan is developed to ensure completion of all required components within a two year period. For example, if an instructor is needed in an emergency situation but no one is available that fully meets the minimum requirements to teach (e.g., 12 graduate hours in a discipline instead of 18), a remediation plan is established, which includes current qualifications, the minimum qualifications of the discipline or program, and the plan to obtain those qualifications within two years. Within the period of this self-evaluation, anyone that has not met minimum qualifications to teach has either completed their remediation plan or no longer have course assignments.

The college also revised adjunct hiring to improve efficiency and document courses for which the candidate met the minimum qualifications to teach. As a result the [Adjunct Hiring Form](#) was adjusted to include this information by course at the time of hire.

Faculty Development Opportunities

The college continues to assess the faculty development opportunities available for faculty. All faculty are required to participate in three professional development days throughout the academic year; one day is in the fall, and two are in the spring. In addition to these days, professional learning communities (PLC) are available for faculty. One example of a PLC is our Universal Design for Learning professional learning community which is a cohort model of a PLC. Other examples include book study groups and workshops which are offered as ongoing opportunities for professional development and collaborative work.

All non-tenured faculty work with their tenure committee and are eligible for a faculty mentor. In addition, a tenured faculty member works on special assignment to provide coaching to non tenured faculty. This opportunity is available for all non-tenured faculty and is tailored to meet their needs. Some meet one on one with the tenured coach, others have her complete teaching observations and provide feedback, and some prefer to work more independently on an as needed basis.

All full time faculty receive \$500 per year towards professional development activities and may apply for additional funding if needed. A reimbursement policy is in place for faculty

to take additional graduate level courses. All faculty complete an annual professional development plan.

Actions

RVC is compliant with ensuring that faculty and staff meeting the minimum qualifications to teach as outlined by ICCB rule and HLC expectations. Furthermore, the college provides faculty development opportunities where faculty and adjuncts can receive learning opportunities that include, but are not limited to, online teaching and creating accessible instruction. The college will continue to use identified processes for ensuring instructors meet minimum qualifications and have professional development opportunities to improve teaching and learning.

Evidence:

- [2021-2026-RVC-Faculty-CBA_FullyExecuted](#)
- [AdjunctHireForm2020](#)
- [HLC Assurance Argument - 2019](#)
- [HLCInterimReport_093020](#)
- [MinimumQualificationsRemediationProcess2020](#)
- [MinQualAuditDoc_FY20\(1\)](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Cooperative Agreements and Contracts

Cooperative agreements may be established for the purpose of providing more accessible instructional services to students and increasing efficiency in the use of education resources.

- a. Inter-District Cooperative Agreements for Instruction. A community college district may enter into inter-district contractual arrangements with another community college district to enable its students to attend the other district's program(s)/course(s) upon approval by the ICCB.
- b. Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois community Colleges Online. The cooperative agreement shall specify that the programs/course will be approved as program/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such.

Indicators of Compliance

- All Cooperative Agreements have been approved by the ICCB.
- Cooperative agreements are current and reflect existing practices.

Indicators of Quality

- Cooperative agreements enhance student access, meet labor market needs and meet programmatic needs for the region.
- Information provided in the college catalog is consistent with the information that is provided on the college's website (if applicable)
- All information regarding the CAREER Agreement (of which all 39 districts are a part) is accurate in both the college catalog and on the college's website. This includes the following:
 - Information on chargebacks
 - Participating institutions

Narrative:

Procedure

Cooperative agreements were reviewed to determine if any revisions or updates were needed.

Findings

All current cooperative agreements have been approved by ICCB and reflect existing practice.

In 2019 the Records and Registration office began providing oversight to the cooperative agreement process. This has allowed for a clearer tracking and communication to RVC students and visiting students. A complete set of webpages was developed within the RVC

website to support the [Joint Agreement Program](#) and an [electronic application](#) was developed to allow for easier access to all students and community. This information is consistent with the collaborative agreements information provided in the [College Catalog](#) (p. 23 and p. 92).

Information about the CAREER Agreement is outlined on the [Joint Agreement Program: About the Program page](#) of the college website. This information is also provided in the [College Catalog](#) (p. 92).

A list of participating institutions can be found on the [Joint Agreement Program: Joint Agreement College Partners](#) page of the college website. This information is also provided in the [College Catalog](#) (p. 92).

Actions

RVC will continue to review cooperative agreements annually and update the College Catalog and website to ensure consistency and currency of information and that existing practices are reflected.

Evidence:

- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - About Joint Agreement Page](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Joint Agreement Form](#)
- [RVC Website - Joint Agreement Partners](#)
- [RVC Website - Joint Agreement Programs Page](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Program Review Process

- a. Each college shall have a systematic, college wide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
- b. The minimum criteria for program review shall be program need, program cost, and program quality.
- c. Each college shall submit to the ICCB by September 1 each year a program review report of its previous year's program review findings and subsequent action steps in a format designated by the ICCB in the Program Review Manual.
- d. The review of academic disciplines, student and academic support, cross-disciplinary instruction (remedial education, adult education, English as a Second Language, and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.
- e. The Review of General Education Outcomes shall be scheduled annually but may focus each year on areas specified by the ICCB.

Indicators of Compliance

- The college's written process description documents a systematic, college wide process.
- Supporting data used to conduct the review reflect a systematic approach.
- The college follows the 5-year Program Review Schedule. If exceptions were granted, the college maintains ICCB approval in writing. The college will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designated by ICCB/IBHE.
- Criteria of need, quality, and cost will be used in the review of each program.
- Disaggregated data to analyze student enrollment and performance is utilized to inform program improvement and address issues of equity.
- Reports use the designated format.
- The college engages in annual review of general education outcomes.

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.
- The college uses trend data.
- Use of data across like program areas are consistent.
- Reports show that program costs are appropriate and there is evidence that cost data are analyzed.
- The program review process is a collaborative process relying primarily on faculty and using administrative resources.
- The program review process is tied to long-range planning.
- The college systematically incorporates analyses of key issues and factors into its program review process to keep attune to emerging trends.

- Recommendations appropriately address identified weaknesses, and the college has a mechanism to ensure that priority recommendations are adopted and implemented.
- In assessing CTE or vocational skills program quality, the college takes into consideration occupational skills standards and competencies, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development in emerging trends and teaching techniques.
- The college uses input from advisory committees to assess program quality and determine if modifications are needed to meet the needs of employers, signifying deep employer engagement.
- Students are engaged in the program review process.

Narrative:

Procedure

The current Program Review process of the College was reviewed by Academic Affairs staff, focusing on comparing the ICCB 5-Year Program Review Schedule with the College's Five Year Chart of Program Reviews and reviewing of at least four College Program Reviews from fiscal years 2012 through 2016. During this process, a review of ICCB CIP Titles and CIP Codes against the College's chart of program reviews was completed as well as a comparison to a current ICCB master curriculum list. Schedules of Program Review for academic and cross-disciplinary disciplines, as well as student and academic support service areas, were also reviewed.

Findings

Program Review at RVC is designed to support campus-level planning and decision-making; demonstrate accountability of programs; and identify opportunities to improve or discontinue programs to better meet the needs of the College community. To support this process, Academic Affairs staff in collaboration with Institutional Research staff provide an implementation plan based on the *ICCB Program Review Manual* that includes the following:

- Annual Program Review Orientation ([sample](#))
- Timeline ([sample](#))
- Multi-year disaggregated enrollment, student success, and course data
- Program review template
- Presentation [template](#) and guidelines for presentation to college leadership

This systematic, college-wide program review process provides a [five-year Program Review plan](#) that encompasses all required CTE, Academic, Cross-Disciplinary, and Student Support Service areas.

All areas were reviewed according to the ICCB schedule and found to be within compliance. The program data reviewed allow the completion of the templates provided in the Illinois Program Review Manual.

In 2021, the process for the reporting out of the findings of the Program Review was modified to include a virtual presentation option. This allowed for a greater participation of leadership members in the reporting out and has been instrumental in facilitating a greater understanding of the various programs of the College.

The quality of program reviews continues to vary, based predominantly upon the faculty completing the reports for their areas. While assistance is provided by Academic Affairs and Institutional Effectiveness, faculty continue to have uncertainty about how to review the data and formulate action steps.

Actions

RVC is in compliance with the program review process. However, continuous improvement efforts will include the following:

- In order to provide additional support to faculty who are completing program reviews, the College will offer specific workshops to allow space for faculty to work on sections of the program review and ask questions of administration. In the coming year, the timeline for Program Review completion will include workshops for each of the indicators.
- An Annual Program Review Update will be implemented to allow the work identified in program review action items to continue throughout the subsequent five years. This will provide a schedule for the actions identified to continue.

Evidence:

- [2021-2026-RVC-Faculty-CBA_FullyExecuted](#)
- [ICCB Program Review 5-year Chart-May 2018](#)
- [Process Overview - Timeline -FY21](#)
- [ProgramReviewPresentationTemplate](#)
- [PROverview_FY20](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Standard 2: Student Services/Academic Support

Student Services/Academic Support

Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the college in a manner convenient to students as defined below. The college should demonstrate that these programs are accessible to all populations of students and stakeholders.

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

Indicators of Compliance

- College has a comprehensive and organized program of academic advising and career counseling.
- College provides a financial aid program which provides students with information about and access to available financial support.
- College provides career counseling for students.
- College provides job placement services for students.
- College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans.
- College has identified liaison to work with homeless and housing insecure students or students in care.
- College has identified a Dream Resource Liaison.
- College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities.

Indicators of Quality

- Student Service/Academic Support facilities are easily accessible to students.
- Services are available at hours/days convenient for students (evenings, weekends).
- Web available student services are accessible to persons with disabilities.
- College web site and computer-based software technologies are accessible to persons with disabilities
- The college provides training and professional development for academic advising staff
- The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid.

Narrative:

Procedure

Student service and academic support staff reviewed the accessibility and availability of student services and support available at RVC.

Findings

Advising and Counseling Services

Academic, Career, and Transfer Advising educates and provides quality services and opportunities that engage students in developing their educational goals. Information can be found on about [Academic Advising webpages](#) of the college website, in the [College Catalog](#) (p.30), and in the [Student Handbook](#) (p. 12).

RVC has a total of 13 full-time advisors, including a Director, divided across a wide spectrum of areas such as career and technical advising, athletic advising, retention, and transfer advising. Advising hours are Monday through Thursday from 8:00am to 6:00pm and Friday from 8:00am to 5:00pm with walk in hours available during peak times. Advisors are available to meet students in person, via telephone, and/or video conferences. Advisors are located on multiple campuses to better accommodate specific populations of students who are not located on the main campus.

Personal and Success Counseling provides services within the Dean of Students Office to supplement academic advising and career counseling services.

Our Mission

Rock Valley College Personal and Success Counseling's mission is to prepare students for learning and personal success throughout life. We educate and facilitate the growth of the whole person for living, learning, and coping in an unpredictable and diverse world. We work in conjunction with our colleagues across campus toward the promotion of a healthy campus environment for all those who learn and work at RVC by providing professional outreach and educational services and by fostering collaborative relationships across the campus.

The PSC Department seeks to create and sustain a campus environment that supports the holistic development of each student and contributes to their optimal academic success by:

- Facilitating and supporting identity development
- Community responsibility
- Health and wellness
- Multicultural awareness
- Social justice
- Mental health development

Services provided through this office include the [Behavioral Intervention Team \(BIT\)](#), Personal Counseling (i.e., assisting students with personal struggles such as anxiety, depression, inadequacy, and loneliness through the provision of confidential short-term counseling and community referrals for long-term counseling needs), Success Counseling (e.g., assist students with goal setting, time management, study techniques, academic recovery strategies, and financial aid appeals).

Personal and Success Counseling also address personal wellness of students by offering Wellness Wednesdays, once a month discussions focused on mental health education and awareness; personal, physical, and emotional health; and overall well-being. Furthermore, these staff provide emergency crisis care and care resources, self-assessment tools, regional wellness resource

information. They also serve as housing liaisons, providing regional emergency housing information for students facing homelessness and housing insecurity.

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Personal and Success Counseling is staffed by two (2) full-time counselors whose hours of operation are Monday through Friday from 8:30 am to 4:30 pm. Information about this program is provided on the [Personal and Success Counseling webpages](#) of the college website, in the [College Catalog](#) (p. 31), and in the [Student Handbook](#) (p. 14).

Career Services serves as a clearing house for off-campus part-time and full-time employment listings and provides job search skills counseling and career advising. Special attention is given to graduates in all phases of securing employment. Services are available to any individual who has ever taken a class at Rock Valley College.

Career Services is staffed by a full-time Career Services Specialist who provides career counseling, oversees internship placement, coordinates career fairs, and hosts workshops on a variety of related topics. Career Services office hours are Monday through Friday from 8:00am to 5:00pm. Evening hours and events are available during the academic year. The Career Services Specialist is available to meet students in person, via telephone, and/or video conferences.

In addition to the Career Services Specialist, the College has a Career Development Coordinator housed within Disability Support Services. This employee coordinates internships, serves as a liaison to the Workforce Connection, and advises students in the Rock Valley Academic Institute for Successful Employment (RAISE) program. The RAISE program is a collaborative initiative involving Rock Valley College, local not-for-profit organizations, and local school districts to provide opportunities for adults who have intellectual disabilities to participate in inclusive post-secondary educational opportunities, gain independent living and social skills, and develop the skills needed for competitive employment.

Information about this program is provided on the [Career Services webpages](#) of the college website, in the [College Catalog](#) (p. 30), and in the [Student Handbook](#) (p. 14).

Financial Aid Services

Financial Aid has a staff of 14 individuals, made up of financial aid advisors, compliance specialists, program managers, and federal work study students. Financial Aid Office provides resources for both prospective students and our current/continuing population, specific to the financial aid process. This includes the completion of the FAFSA application; overview of the expected family contribution and how eligibility for the specific student is determined; documentation required to complete the eligibility determination process; verification and general tax questions; aid and scholarship counseling; student employment opportunities and administration of the program; and academic counseling as students using financial aid from Veterans Affairs (VA), state or federal sources. Information about these services can be found on the [Financial Aid pages](#) of the college website, the [College Catalog](#) (pp. 23-24), and the [Student Handbook](#) (pp. 16-22).

In conjunction with other student support services, such as Personal and Success Counseling, Financial Aid implements Satisfactory Academic Progress (SAP) for the college. Information about SAP can be found on the [Things You Should Know About Financial Aid page](#) of the Financial Aid pages of the college website, the [College Catalog](#) (pp. 23), and the [Student Handbook](#) (pp. 17).

Financial Aid has developed a [financial literacy](#) program educating students of the requirements and responsibilities to which a first time borrower of federal Stafford loans must adhere.

Veteran's Services

Veterans Services at RVC is committed to serving the educational needs of prospective and enrolled service members, veterans, their dependents, and their survivors. The services this office provides include hosting veteran orientation events, one-on-one academic counseling and mapping a student's future, success counseling throughout the semester to identify student struggles and additional areas of opportunity, and educating students with regard to funding opportunities.

Veteran's Services is led by a Program Manager, an Army Veteran with more than 15 years experience and an active member of the community with ties to local organizations that serve as safe havens for our veteran population . The Program Manager serves as the primary certifying official for the VA, and ensures that the College maintains the highest level of compliance as an institution that administers Veterans Benefits to our student population.

Information about these services at RVC can be found on the [Veterans Services pages](#) of the college website, the [College Catalog](#) (p. 24), and the [Student Handbook](#) (pp. 20-21).

Services for Underrepresented Students

As part of its work to improve access and success for [Perkins Special Populations](#), the college has established work groups to promote the recruitment and retention of female students in nontraditional fields and students with disabilities. The college provides professional development opportunities to faculty and staff to dispel gender bias and ensure that marketing materials specifically represent women working in fields in which they are typically underrepresented. The college has increased efforts to recruit diverse faculty to ensure students feel a sense of belonging in their chosen field. A female welding student recently spoke at a ribbon-cutting ceremony for a new facility, highlighting opportunities for women in nontraditional fields through this media-covered event. Students are also presented with opportunities to connect with nontraditional community leaders, such as a recent panel discussion which included Rockford's first female fire chief. Recruitment efforts also include marketing the RAISE program to open up educational possibilities for individuals with disabilities. The college also supports the continuum from education to workforce by offering internships for students with disabilities to experience work opportunities. The college has offered professional development for faculty to learn about Universal Design for Learning (UDL) and to be part of cohorts working to apply these principles in their courses to promote inclusion of many student populations, including those with disabilities. We have also implemented Ally for Canvas software as part of our learning management system to promote best practices of UDL and ensure inclusivity for students with disabilities. Disability Support Services also provides access to many assistive learning devices to remove educational barriers. Efforts continue to identify barriers to enrollment for these populations and to determine ways to support their educational goals.

The college also has three [TRIO programs](#) to support individuals from disadvantaged backgrounds -- [TRIO Achieve](#), [TRIO Complete](#), and [TRIO Upward Bound](#). All three programs serve first-generation and low-income students, as well as students with disabilities. The programs provide services such as academic advising, financial aid

assistance, life coaching, and scholarship workshops to assist students in obtaining their degree. TRiO Achieve is specifically designed to support the needs of students with a documented physical, psychological, and/or learning disability that may impact their success. Information about the college's TRIO program can be found on the [TRIO pages](#) of the college website, in the [College Catalog](#) (p. 30), and in the [Student Handbook](#) (p. 41).

Intercultural Student Services (ISS) supports the overall development of underrepresented and underserved student populations, including providing Dream resource services for [undocumented students](#). ISS also serves [students from outside the United States](#) who wish to attend Rock Valley College on an F-1 (student) visa. Information about these services can be found on the [ISS pages](#) of the college website, in the [College Catalog](#) (p. 30), and in the [Student Handbook](#) (p. 25).

Disability Support Services (DSS) ensures that students with disabilities have access to and are fully able to participate in all of the college's courses, programs, and services.

Auxiliary aids and services are provided to minimize or reduce any barriers that exist as a result of a student's disability. Some examples of reasonable accommodations that may be provided to students with disabilities include extended time for exams, textbooks in alternative format, sign language interpreter, captioning on videos and media, assistance with note taking, recording of course lectures, and use of assistive technologies.

Information relating to the services available as well as policy and procedural information can be found on the [Disability Support Services webpages](#) of the college website, as well as in the [College Catalog](#) (p. 30), the [Student Handbook](#) (p. 15), and the [Disability Support Services Handbook](#).

Additional Student Support Services

First Year Experience is committed to developing and supporting the academic and personal success of all first year students, offering a comprehensive and intentional experience that supports student learning and involvement. The FYE staff offers New Student Orientation, Welcome events, Student Peer Mentors, and Student Success workshops and classes. The First Year Experience office has a full-time manager and a part time administrative assistant. Hours of operation are Monday-Friday 8:00am-5:00pm. Evening hours and events are available during the academic year. Information about these services is provided on the [First Year Experience pages](#) of the college website and in the Student Handbook (p. 24).

Records and Registration is where students get the help they need to register for classes; add, drop or withdraw from a course; obtain a transcript; and apply for graduation.

Frequently used forms are available on the [Records and Registration webpages](#) of the college website as a further convenience for students who cannot make it to Main Campus during regular business hours. To further serve multiple campus locations, the Records and Registration office works closely with all locations to ensure information is shared among locations and processes are followed. This includes important dates, registration information, instructor attendance support, transcript processing and document maintenance.

The Dean of Students assists students with knowing their rights and responsibilities as a student at RVC. This office:

- assists students with conflict resolution, college procedures, and student concerns and complaints,
- serves as the campus designee for Title IX, prevention intervention, and education outreach,
- manages academic integrity, citation appeals, student discipline requests, and the medical withdrawal process,
- coordinates efforts to plan and execute annual commencement exercises, and
- facilitates providing laptops for currently enrolled students in need.

Information about the services provided and regulations governed can be found on the [Dean of Students pages](#) of the college website, in the [College Catalog](#) (pp. 36-37), and in the [Student Handbook](#) (pp. 14; Regulations, Policies, & Procedures, 57-85; Title IX Policies, 60-74; Student Code of Conduct, 87-100).

[Student Life](#) staff work to to connect, engage, and develop RVC students through positive leadership and community building opportunities. As such, Student Life supports [student clubs and organizations](#), campus events and activities, and affinity month celebrations. The [Student Government Association \(SGA\)](#) is also supported by Student Life staff; SGA is a peer-elected body that advocates for RVC students. Information about the services provided can be found on the [Student Life pages](#) of the college website, in the [College Catalog](#) (pp. 35), and in the [Student Handbook](#) (pp. 36; Student Life Policies, 79). Students can also learn more about student clubs, events, and activities through [Engage](#).

[Athletics](#) strives to provide nationally competitive intercollegiate athletics opportunities for our student-athletes while supporting a challenging academic environment and positive social experiences. RVC currently competes in the NJCAA Division III athletics program but beginning fall 2022, will change to NJCAA Division II athletics program. In addition to connecting students to needed support services, RVC Athletics supports student-athletes through team study groups, presentations on wellness topics, and engagement in the community to promote leadership and service-learning. Information about can be found on the [Athletics pages](#) of the college website and in the [College Catalog](#) (pp. 36).

Instructional Support Services

The Estelle M. Black Library is a public library housed on the main campus of the college.

The library provides comprehensive in-person and virtual services, including access to over 90,000 book volumes, subscriptions to 232 periodical titles, access to the materials of 88 additional Illinois academic libraries, databases, eBooks, eMagazines, CDs/DVDs, U.S. Major Daily Newspapers, and multiple sources of streaming video. Services include use of Assistive Technology, computers, printers, scanners, and access to Research Assistance, Reserves, Illinois Library Loan (ILL), archives, and instruction guided by the [ACRL Framework for Information Literacy for Higher Education](#).

Library staff includes a Dean of Library and Instructional Support Services, Technical Services Coordinator, Reference Coordinator, Circulation Coordinator, Access and User Engagement Manager, Library Assistant/Technical Services, part-time Library Assistant/ILL+Circulation, part-time Library Assistant/Reserves+Circulation, an Administrative Assistant for Library and Instructional Support Services, and interns from RAISE program. Hours of operation are Monday through Thursday from 8 am to 6 pm and Fridays from 8 am to 1 pm.

The Testing Center provides comprehensive testing services provided include course exams, high-stakes/certification exams including credit for prior learning, placement

exams, and disability accommodations for testing. The Testing Center staff include a Manager, Testing Specialist, a part-time Testing Specialist, and a part-time Testing Assistant. Hours of operation are Monday and Thursday from 8 am to 5 pm; Tuesday and Wednesday from 8 am to 8 pm; and Friday from 8 am to 1 pm.

The Tutoring Center provides comprehensive developmental and college-level tutoring ([CRLA Certified](#)) in person at the Tutoring Center on the college's main campus and virtual 24/7 through [Tutor Matching Service](#) and [Upswing](#).

The college's Writing Center provides [resources](#), handouts, and video [tutorials](#) on critical writing topics and skills and supports in-person support within the Tutoring Center in the Student Center on the main campus. It also provides 24/7 tutoring and essay review through [Tutor Matching Service](#) and [Upswing](#). Writing Center staff include a part-time Tutor Coordinator, a part-time Tutoring Assistant, a part-time Faculty Writing Liaison, and several part-time adjunct English instructors serving as Writing Coaches. Hours of operation are Monday through Thursday from 9 am to 5 pm and Friday from 9 am to 1 pm.

The Math Lab supports students through comprehensive developmental and college-level instruction and tutoring, as well as access to math resources such as textbooks, tools, computer solutions, and calculators. The staff include a part-time Tutor Coordinator, a part-time Tutoring Assistant, and several faculty and adjuncts to serve as tutors. The Math Lab provides in person and virtual options for students with synchronous online meetings available Monday through Thursday from 5 pm to 9 pm. and in-person options Monday from 9 am to 5 pm, Tuesday and Wednesday from 9 am to 9 pm, Thursday from 9 am to 4 pm, and Friday from 9 am to 2 pm.

Actions

The college is compliant in providing students with support services. The college also demonstrates effort to ensure that services are provided in a manner that are convenient and accessible to students. However, to further improve these services and their convenient and accessible support for students, the following actions will be addressed:

- The College is in the process of hiring an ADA Coordinator, a required and very important position for the College to have. This position will be responsible for overseeing the College's programs and efforts to ensure compliance with the Americans with Disabilities (ADA) Act, Section 504 of the Rehabilitation Act of 1973, and other Federal and state laws and regulations pertaining to the nondiscrimination of persons with disabilities. The ADA Coordinator will coordinate all aspects of accessibility for the institution, including the physical and technological accessibility of the College's programs and services.
- Disability Support Services and other student and academic support staff will support the college to improve website accessibility.
- During the spring of 2021 an RFP was submitted to hire a digital technology accessibility consultant to work with the College on developing a high-level campus roadmap. This roadmap will detail the current state of accessibility, the desired goal(s), and a comprehensive plan on strategies and resources that will be needed to improve digital and technology accessibility across the institution. Work on this initiative is scheduled to

commence in April of 2021.

- Instructional Support Services will explore and implement practices to increase student access to support the access, retention, and success of diverse populations, especially those in underrepresented groups.
- Testing Services will support institutional goals related to advancing Credit for Prior Learning and implementation of multiple measures for placement.
- The Library will support institutional goals for advancing use of Open Educational Resources.

Evidence:

- [Academic Plan 2021](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16 _ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC SEM 40 12821](#)
- [RVC Website - Academic Advising](#)
- [RVC Website - Academic Alert Form](#)
- [RVC Website - Athletics](#)
- [RVC Website - BIT](#)
- [RVC Website - Career Services](#)
- [RVC Website - College Catalog](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Dean of Students](#)
- [RVC Website - Disability Support Services](#)
- [RVC Website - Disability Support Services Handbook](#)
- [RVC Website - Engage](#)
- [RVC Website - Financial Aid](#)
- [RVC Website - Financial Literacy](#)
- [RVC Website - First Year Experience](#)
- [RVC Website - Housing](#)
- [RVC Website - Intercultural Student Services](#)
- [RVC Website - International Students Admissions](#)
- [RVC Website - Math Lab](#)
- [RVC Website - Personal and Success Counseling](#)
- [RVC Website - SGA](#)
- [RVC Website - Student Handbook](#)
- [RVC Website - Student Life](#)
- [RVC Website - Student Organizations and Clubs](#)
- [RVC Website - Things You Should Know About Financial Aid](#)
- [RVC Website - TRIO Achieve](#)
- [RVC Website - TRIO Complete](#)
- [RVC Website - TRIO Student Support Services](#)
- [RVC Website - TRIO Upward Bound](#)
- [RVC Website - Undocumented Students](#)
- [RVC Website - Veteran's Services](#)

- [RVC-Board-Policy-Manual-2-3-2](#)
- [Student Veterans Handbook](#)

Student Programming, Co-Curricular Activities and Support Services for Students

ICCB expected that institutions will provide holistic experiences for students that support learning inside and outside of the classroom. The college should demonstrate that these programs are accessible to all populations of students and stakeholders. Services are available to student outside of the those required by Administrative rule. These may include, but are not limited to, grant programs, student activities, athletics, study abroad, counseling, wellness centers or tutoring.

Indicators of Compliance

- College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities.

Indicators of Quality

- Student Programming and Support Service facilities are easily accessible to students.
- Services are available at hours/days convenient for students (evenings, weekends).
- Web available student services are accessible to persons with disabilities.
- College web site and computer-based software technologies are accessible to persons with disabilities
- The college provides on-going training and professional development for professional staff
- The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid.

Narrative:

Procedure

Student service and academic support staff reviewed the holistic experiences provided for students to support learning inside and outside the classroom at RVC.

Findings

RVC provides students with a variety of opportunities to foster learning in and out of the classroom to provide a holistic experience for students, including the following:

- [Athletics](#)
- [Career Services](#)
- [Personal and Success Counseling](#)
- [Fitness Lab](#)
- [Intramural Sports](#)
- [Intercultural Student Services](#)
- [Library](#)
- [Math Lab](#)
- [Office of Student Success](#)
- [Social Media](#)

- [Student Life](#)
- [Student Government Association](#)
- [Student Organizations and Clubs](#)
- [Testing Center](#)
- [TRIO Programs](#)
- [Tutoring Center](#)
- [Writing Center](#)

RVC provided details of its co-curricular assessment process with Criterion 4 of its [2019 assurance argument](#) as part of its mid-cycle evaluation with the Higher Learning Commission (HLC). As a result of this 2019 comprehensive review, RVC was asked to submit an interim report on assessment that, in part, further addressed the college's co-curricular assessment process and efforts. The college's [Interim Monitoring Report of September 2020](#) further details the recommendations of the site visit team and the response of RVC to them. Changes to addressing co-curricular outcomes made include:

- revising the college assessment model and develop resources to highlight co-curricular learning and assessment
- develop co-curricular assessment plans
- form a Co-Curricular Assessment Committee

To date, co-curricular assessment plans have been developed by Advising, Recruitment, Peer Mentor Program, Association for Latin American Students (ALAS), Supporting Our Students (SOS - student service club), Athletics, Personal Counseling, Model UN, Phi Theta Kappa (PTK), Valley Forge (student news), Student Government Association, and Student Life. Each year the Co-curricular Assessment Committee reviews these plans and progress made, and supports additional programs and groups in developing co-curricular assessment plans.

As a result of this interim report, RVC was no longer under monitoring. To ensure continuous improvement with co-curricular assessment, actions were identified in the interim report. Furthermore, RVC joined the HLC Assessment Academy to formalize and begin implementation of a focus assessment for student learning project on campus with the support of HLC mentors and scholars. The assessment project focuses on formalizing curriculum mapping across the institution, developing an assessment toolkit to support faculty and staff needs for improving student learning through this process, and outlining a comprehensive professional development plan for improving student learning through the assessment processes.

Actions

RVC provides holistic experiences for students that support their learning in and out of the classroom and, therefore, is compliant with this standard. Continuous improvement in this area, however, will include:

- Continue to build social engagement opportunities for traditionally underrepresented students (e.g., students with disabilities and minority students) so they feel a sense of belonging and are able to make connections with their peers.

- Enhance efficiencies with Satisfactory Academic Progress Early Alert to identify sooner students that are struggling and working with Retention Specialists for regular checks with those students.
- Expand formal co-curricular assessment of student and academic support services and student organizations to include review of success indicators and learning outcomes to inform improvement of supports and services for students.

Evidence:

- [HLC Assurance Argument - 2019](#)
- [HLC Interim Report_093020](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Athletics](#)
- [RVC Website - Career Services](#)
- [RVC Website - College Catalog](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Dean of Students](#)
- [RVC Website - Disability Support Services](#)
- [RVC Website - Disability Support Services Handbook](#)
- [RVC Website - Financial Aid](#)
- [RVC Website - Financial Literacy](#)
- [RVC Website - First Year Experience](#)
- [RVC Website - Fitness Lab](#)
- [RVC Website - Intercultural Student Services](#)
- [RVC Website - International Students Admissions](#)
- [RVC Website - Intramural Sports](#)
- [RVC Website - Math Lab](#)
- [RVC Website - Office of Student Success](#)
- [RVC Website - Personal and Success Counseling](#)
- [RVC Website - SGA](#)
- [RVC Website - Social Media](#)
- [RVC Website - Student Handbook](#)
- [RVC Website - Student Life](#)
- [RVC Website - Student Organizations and Clubs](#)
- [RVC Website - Things You Should Know About Financial Aid](#)
- [RVC Website - TRIO Achieve](#)
- [RVC Website - TRIO Complete](#)
- [RVC Website - TRIO Student Support Services](#)
- [RVC Website - TRIO Upward Bound](#)
- [RVC Website - Tutoring Center](#)
- [RVC Website - Undocumented Students](#)
- [RVC Website - Veteran's Services](#)
- [RVC Website - Writing Center](#)
- [RVC-Board-Policy-Manual-2-3-2](#)
- [Student Veterans Handbook](#)

Admission of Students and Student Records

- a. The college shall have a comprehensive admission process that encompasses students who are severed from a secondary school, dual credit admission or other specialized admission programs.
- b. Student records and transcripts should reflect admission policies and transcript evaluation.

Indicators of Compliance

- College has a comprehensive and organized program for admission to programs and courses.
- The college has a policy and procedures in place for Prior Learning Assessment and reflects all required policy components.
- College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans.
- College implements strategies to recruit, retrain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities.

Indicators of Quality

- Student Service/Academic Support facilities are easily accessible to students.
- Services are available at hours/days convenient for students (evenings, weekends).
- Web available student services are accessible to persons with disabilities.
- College web site and computer-based software technologies are accessible to persons with disabilities.
- The college provides training and professional development for academic advising staff.
- The college coordinates opportunities- off campus, on campus, and online- with high schools to learn about the college, academic and career pathways, and financial aid.

Narrative:

Procedure

Student support staff reviewed the processes of admission students to ensure that the college has a comprehensive, organized, and inclusive program for admission to programs and courses. Additionally, these staff will review student records and transcripts to confirm that they reflect admission policies and transcript evaluation.

Findings

Comprehensive and Organized Program for Admission

[RVC Board Policy](#) 4:10:030 outlines the college's policy on student admissions, noting that RVC has an open admissions policy allowing anyone interested in taking classes has the opportunity to do so based on placement standards.

ROCK VALLEY COLLEGE
BOARD POLICY

4:10.030

STUDENT ADMISSIONS

The College has an open admissions policy that allows anyone interested in taking classes, regardless of their past academic performance, the opportunity to do so based on minimum placement standards:

Admission by the College does not guarantee entrance into a particular course or program of study.

Priority enrollment for all degree and certificate programs shall be provided to a service member or veteran as defined in Section 3-29.10 of the *Illinois Public Community College Act* after the student's eligibility to receive such benefits has been verified.

Consistent with Policy 3:00.000, the College will not discriminate in the admission or recruitment of students.

Information on the admissions process will be communicated to students through various means including the College's website.

Other policies that inform admission of students, including the following:

- 4:10.010: Non-discrimination
- 4:10.020: Prohibiting Sex-based Misconduct
- 4:10.040: Student Residency
- 4:10.050: International Students
- 4:10.060: Testing for Academic and Career Placement
- 4:10.110: Military Service Personnel, Educational Opportunities

RVC has clear and comprehensive processes in place for student admission. The Getting Started process is outlined on the [Admissions pages](#) of the college website, as well as in the [College Catalog](#) (p. 18) and [Student Handbook](#) (p. 11). For students participating in Running Start, an on-campus dual credit program for regional secondary-education partner districts, admissions information can also be found through the [Early College webpages](#). Also, for restricted admissions programs such as [Nursing](#), [Dental Hygiene](#), and [Respiratory Care](#), requirements and admissions steps are provided through the Nursing and Allied Health webpages. [Nursing and Allied Health Information Sessions](#) are also held for these programs to clarify expectations and answer student questions.

Credit for Prior Learning

In addition to course taking to earn college credit, the college provides students with opportunities to earn credit for prior learning. Currently, credit for prior learning can be earned by exam (AP, CLEP, DSST, IB, Proficiency), IL State Seal of Bi-literacy, military service, technical training, professional certificates, federal licenses, and for-work experience in the case of Fire Science and Criminal Justice. This process is managed through the Testing Center and the Records office, and information about it can be obtained

on the [Credit for Prior Learning](#) webpage of the college website in the [College Catalog](#) (p.25) and in the [Student Handbook](#) (p.52-53).

Veteran's and Military Personnel Services

Veteran's Services that connect veterans and military personnel with information and services at RVC and serves as an advocate for their needs prior to and after admissions. Through the [Veteran's Services webpages](#) on the RVC website and the [Student Veteran's Handbook](#), students are provided clear steps in getting started on their education with military benefits, financial aid information, support services, and useful resources. They are also provided contact information for the Program Manager, campus office location, and hours of operation through these resources. Information about Veteran's Services are also provided in the [College Catalog](#) (p. 24) and the [Student Handbook](#) (pp. 20-21).

As noted in the previous section, credit for prior learning can be earned through military experience. Veteran's Services assists veterans and military personnel with this process. However, information about this process is not available on the Veteran's Services webpages or in the Student Veteran's Handbook.

Strategies to Recruit, Retain, and Increase Participation of Underrepresented Groups in Educational Activities and Activities

- Disability Support Services (DSS)
 - DSS provides accommodation support, communication services, and assistive technology for students with disabilities to promote their access and success at RVC. Information about these services are found on the [DSS webpages](#) of the college website, as well as in the [College Catalog](#) (p. 30) and the [Student Handbook](#) (p. 15).
 - The [RAISE Program](#) for students with intellectual disabilities is intended for those who typically do not have easy access to traditional post-secondary education programs and opportunities. Many of these students participate in this program while they are in high school. Students who have already graduated from high school are eligible to participate in RAISE through the Comprehensive Transition and Post-secondary (CTP) component. Prospective students complete a screening process to ensure that they are appropriate for the program and can meet all established program objectives. Students who are selected for participation complete the application process and participate in an informational interview with the Program Coordinator. The program webpage contains more information on the [eligibility and application procedure](#).
- TRIO Programs:
 - TRIO programs are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. Rock Valley College has three TRIO programs. Two of the programs, [TRIO Achieve](#) and [TRIO Complete](#), provide student support services for college students, and the third program, [TRIO Upward Bound](#), provides pre-college academic support and encouragement to increase high school and college graduation rates. All three program serve first-generation and low-income students, as well as students with disability. These programs provide academic advising, financial aid assistance, life coaching, scholarship workshops, and assistance with degree obtainment. In addition to the [TRIO webpages](#) of the

college website, information on TRIO programs can be found in the [College Catalog](#) (p. 30) and in the [Student Handbook](#) (p. 41).

- Enrollment
 - Enrollment supports all students through the admissions funnel, assisting with completing the application, assisting in Financial Aid information, understanding their placement, course registration, and creation of payment plans. The Enrollment team uses updated software tracking system (SARS Anywhere) to monitor students' progress through this process.
 - Enrollment has been active in local high schools and other various community venues, including local college fairs; high school, middle school, and elementary school visits; job and career fairs; League of United Latin American Citizens events; county fairs; United Way events; Rockford City Market; local parades, and vaccination events.
 - Enrollment has hosted various events on campus including registration events, vaccination events, information sessions, counselors and high school student visits, and Explore RVC events. Specific events have been held at various community locations for special populations.
 - Enrollment coordinators visit local high schools to form interpersonal relationships with potential students and counselors. They attend financial aid nights, parent teacher conferences, lunch hour visits, and host application days where students get one-on-one assistance with the RVC application. Local High Schools are then welcomed to the Rock Valley College campus to attend a "Getting Started Day" where students receive information regarding RVC programs, Financial Aid and Scholarship Information, Academic Advising, a campus tour, account provisioning, and a walk-through of RVCEAGLE, Online Services, and Student Email. These students then sign up for "On-Site Registration" days, where the Enrollment coordinators go back into each local high school and assists students one-on-one with course registration, payment plan creation, and website navigation.
 - Academic, Career, and Transfer Advisors and Retention Specialist support the enrollment of students with individual and group appointments to help plan, select and register for courses by term, and assist the student in the development of semester by semester degree completion plans.
- Financial Aid
 - Financial Aid supports students with obtaining and completing financial aid forms, including completing the FAFSA application, and addresses questions related to the financial aid process. Students have the ability to work with the loan coordinator regarding questions related to the loan process, as well as request a one-on-one appointment with the Director of Financial Aid to address any inquiries regarding the process or the student's specific financial aid file.
 - Students can contact the Financial Aid Office through an office email to send forms via email or request assistance. This email inbox is monitored by staff during normal hours of operation, and the Director monitors the office email

on weekends.

- During the months of August through December, a dedicated financial aid representative will coordinate with the local high school counselors to administer financial aid informational sessions and FAFSA workshops onsite at their institutions. In addition, the Financial Aid Office will work with RVC Student Service Departments to coordinate Registration and FAFSA workshops hosted at the RVC campus in October and November and then again in April and May.
- Information about Financial Aid can be found on the [Financial Aid webpages](#) of the college website, in the [College Catalog](#) (pp. 23 and 30), and in the [Student Handbook](#) (pp. 16-22).

Records and Transcripts

- Records and Registration
 - Application entry electronic and manual are processed Monday-Friday during regular business hours. Records and Registration office oversees questions that occur during the application entry process (e.g., duplicate records, fraudulent applications, spelling errors, missing information, and program requirements).
 - Following application entry, Records and Registration enters appropriate test scores, transcripts, transfer credits and pre-requisite waivers with approved and correct documentation.
 - Records and Registration also works with Accounts Receivable to ensure correct residency requirements and financial posting. Considerations are made for athletes, joint agreement applicants, foreign students, and dual credit students.
 - Applications both credit and non-credit are found electronically on the RVC website, as well as in-person at the Welcome Desk, Registrar's Office, individual Recruiters offices, Community Education Department, Advanced Technology Center, and Early College Offices.
 - All applications and acquired documents are kept within the Records and Registration office per documents/file maintenance policies.

Actions

RVC does ensure that the college has a comprehensive, organized, and inclusive program for admission to programs and courses. Furthermore, student records and transcripts reflect admission policies and transcript evaluation. Continuous improvements in this area include the following actions:

- Continue to build community awareness of the college's disability support services and the RAISE Program.
- Veteran's Services will add information about credit for prior learning for military experience to their information materials on the college website and in their handbook.
- Financial Aid will further improve online efficiencies to streamline the financial aid process.

- Give students the ability to electronically sign financial aid forms.
- Continue enhancement of electronic communication that includes texting functionality for more immediate responses to student inquiries and the dissemination of student information.
- Continue to work toward a creative and functional platform for students to view all information pertaining to their financial aid file.
- Provide access to all services in one central location in the Student Center, so they experience a convenient "one-stop" for enrollment, registration, and financial aid, and payment services.

Evidence:

- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Admissions](#)
- [RVC Website - Athletics](#)
- [RVC Website - Career Services](#)
- [RVC Website - College Catalog](#)
- [RVC Website - Credit for Prior Learning](#)
- [RVC Website - Current College Catalog \(pdf\)](#)
- [RVC Website - Dean of Students](#)
- [RVC Website - Dental Hygiene](#)
- [RVC Website - Disability Support Services](#)
- [RVC Website - Disability Support Services Handbook](#)
- [RVC Website - DSS Eligibility and Application Procedure](#)
- [RVC Website - Early College Admission and Timeline](#)
- [RVC Website - Financial Aid](#)
- [RVC Website - Financial Literacy](#)
- [RVC Website - First Year Experience](#)
- [RVC Website - Intercultural Student Services](#)
- [RVC Website - International Students Admissions](#)
- [RVC Website - Nursing](#)
- [RVC Website - Nursing and Allied Health Information Sessions](#)
- [RVC Website - RAISE Program](#)
- [RVC Website - Respiratory Care](#)
- [RVC Website - Student Handbook](#)
- [RVC Website - Things You Should Know About Financial Aid](#)
- [RVC Website - TRIO Achieve](#)
- [RVC Website - TRIO Complete](#)
- [RVC Website - TRIO Student Support Services](#)
- [RVC Website - TRIO Upward Bound](#)
- [RVC Website - Undocumented Students](#)
- [RVC Website - Veteran's Services](#)
- [RVC-Board-Policy-Manual-2-3-2](#)
- [Student Veterans Handbook](#)

Standard 3: Finance/Facilities

Credit Hour Claim Verification

ICCB credit hour grants shall be based on the number of credit hours, or equivalent, of students who have been certified as being in attendance at midterm.

Indicators of Compliance

- Agreement between district's state grant claim (SU and SR) records and information provided on certified mid-term class lists
- Documented and verifiable process for determining residency
- Documented and verifiable process for proper classification of hours in the credit hour claims submission
- Annual district credit hour certification completed timely

Indicators of Quality

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

Narrative:

Procedure

Records and Registration staff, along with staff in Institutional Research, reviewed processes to determine that documentation was present and aligned with current practice for determining residency, classification of hours in credit hour claims, and credit hour certification.

Furthermore, as a part of the college's annual audit, external auditors check residency and midterm reporting with the Records Office to make sure that the College matches SU and SR claim totals that were submitted to ICCB. The annual audit requires a selection of a sample of course sections from the Credit Hour Claims Reports. The sample was reviewed for discrepancies, for which the auditors requested clarification. Using the selected course sections, the Records & Registration Office reviewed the midterm and final grades submitted by each instructor. These grades were then compared to each student's electronic transcript to ensure accuracy of grade postings.

Findings

Review of RVC Processes

The Records and Registration office maintains records of residency and mid term changes that take place. Updates to individual student records are scanned within the College academic filing system. Each semester the SU and SR report is generated to ensure a review of residency errors.

Residency is verified each semester during the SU/SR edit process until the date of reporting. The edit SU and SR process locates any students where residency issues arise. From the edit report the correct residency codes are added to the student record to meet the ICCB requirements. The Records office works with several other departments (e.g., Athletics, Intercultural Student Services, and Admissions) to obtain proper documentation

that is needed to correct issues. Residency is also verified annually by the outside auditing team as they sample a population of student records to validate the reported residency information submitted each semester.

Institutional Research staff work with Information Technology programmers to collect the proper classification of hours in the credit hour claims submission through an Access application. Each semester the SU and SR data is downloaded from the Student Colleague System and imported into an internal SU and SR Claim Access application. The imported data is sorted within the application into the correct funding categories based on the criteria within the ICCB MIS Manual and ICCB Administrative rules. Each term edit reports are run by the Records and Registration Office from the application, and data is cleaned within the Student Colleague System until all edits are clear of errors. This process is verified against the edit reports received from ICCB.

Annual district credit hour certifications were completed on time over the last five years.

- Five (5) of five (5) Fall and Spring SU and SR reports were submitted on time and accurate.
- Four (4) of five (5) Summer SU and SR reports were submitted on time and accurate. In FY17, the reports were submitted late.

In FY17 the Summer SU SR was submitted on time September 22 and reprocessed by ICCB on September 21, 2016. ICCB had issues with the ftp site for 3 months and all college submissions were not processed on time due to delays within their file transfer protocol system. The two files did not transfer to ICCB through the ftp site until September 21 and 22. In early August, ICCB also had issues with all college submissions for FY16 SU SR data and requested colleges to resend their FY16 data. This placed our FY17 SU SR reporting on hold until ICCB finished processing all FY16 SU SR submissions statewide. Several weeks later ICCB requested the college's FY17 SUSR submission, which was submitted September 22 and 23. ICCB was not able to process two different fiscal years at once (FY16 and 17). The college's original lock down date for the FY17 SU SR Summer submission was August 4. ICCB reran the submission at a later date, so it was considered late.

External Audits

During the time period of this self-evaluation, the external auditors providing findings related to credit hour claim verification one (1) of the five (5) years. In FY 2018, the auditors found two (2) students that were claimed to ICCB on the college's SU and SR reports. The students withdrew after midterm. The college's window for submitting midterm grades extended past the midterm date by three (3) days. The instructors of these students indicated that the students were not actively pursuing their courses within the college's reporting period but after the midterm date. However, since they were identified as withdrawn (W) at midterm, they should not have been claimed. To address this problem, RVC changed the window for submitting midterm grades. Effective the Spring 2018 semester, the window in which the instructors submit the certified midterm roster ends on the midterm date instead of extend beyond it.

Actions

The findings indicate that RVC continues to be in compliance with credit hour claim verification. Internal processes and the annual external audit will continue to be implemented to ensure consistency, accuracy, and timeliness of this information. Any recommendations from the external audit will be included in updated procedures.

Evidence:

- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Joint Agreement Form](#)
- [RVC Website - Joint Agreement Programs Page](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Financial Planning

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

Indicators of Compliance

- Existence of long -range plans and contingency plans for reduced state or local tax revenues
- Monies in the working cash fund principal have not been used as current revenue.
- Interest transferred from working cash fund to education or operations and maintenance funds authorized through separate board resolution.

Indicators of Quality

- Trends in past and current operating balances
- Magnitudes and trends in indebtedness
- Review and integration of long-range financial plans into overall college mission
- Review integration of facilities master plan into overall college mission and strategic planning process.
- All college departments are included in the financial planning and accountability process.
- Board received report on financial conditions of the institution no less than once every three months.

Narrative:

Procedure

Staff in finance reviewed long-range plans for the College in conjunction with the *ICCB Fiscal Management Manual, ICCB Rule 1501.502* and the *Working Cash Act, Sections 3-33.5 and 33.6*, as well as Board of Trustee policies, reports and minutes. To determine the degree to which RVC is addressing the indicators of quality, staff also reviewed the following:

- Annual financial planning
- Long range forecast
- Annual review of expenses and revenue as part of the State of the College Presentation
- Adaptation of Board Policy for Operating Fund Balance range.
- Monthly Cash & Investment Reports
- Quarterly reports to the Board of Trustees

Findings

ICCB Rule 1501.502

The College passes a balanced budget annually and is in compliance with *ICCB Rule 1501.502* and the *ICCB Fiscal Management Manual*. For FY22, the College budgeted a contingency of nearly \$2.9 million for Operating ([Education, Fund 01 and Operations & Maintenance, Fund 02](#)).

- A bottom up/top down budgeting process is used.
- The college uses zero-based budgeting in the preparing the annual budget.
- All college departments participate in the financial planning process and are accountable to operate within their annual budget.
- Budget officers are asked to utilize strategic planning and realistic goals when developing budgets.

The college has integrated 10-year forecasting as part of the annual Board of Trustee's retreat. Long-range forecasting, based on a set of assumptions, provides a long-term look at what the College's financial experience might be. This permits the College to take action in advance. It generates conversation and the exchange of ideas between the Board of Trustees and administration with the goal of incorporating the college's mission into both short- and long-term financial planning. One recent outcome from the [2022 Ten Year Forecast](#) was a tuition increase of \$5 per credit hour for Fiscal Year 2023, the first increase since 2018.

The College now prepares a annual State of the College presentation for the Board of Trustees. [Expenses and Revenues](#) (pages 36-47) illustrates trends regarding expenses and revenues, with the focus on the trend of revenue sources. The presentation also includes the [Higher Learning Commission Composite Financial Index](#) (page 44) which has been on an upward slope the past couple of years and the College's [per capita cost and tuition](#) (pages 45-47). This same presentation is shared out to employees and students at RVC in virtual town hall meetings, ensuring that the RVC community are included in the planning and accountability processes.

Also in FY21, the College's Board of Trustees approved [Board Policy 5:10.160](#) Operating Fund Balance, to establish and maintain an operating fund balance of thirty-five to fifty percent of the following year's budgeted expenses. The College monitors that on an annual basis and reviews prior to making any recommendation for fund transfer requests. The trend over the past ten years has been favorable and can be found in the [State of the College](#) presentation (pages 42, 43)

Monthly the Board of Trustees is provided the [Cash and Investment Report](#). The Cash and Investment Report provide the Operating Cash and Operating Investment balances as well as the Capital Funds balances. Significant changes are explained to the Board when presented. The other item monitored is the Total Operating Cash and Investments as a percentage of Operating Budget. This ratio demonstrates the strength of the College to cover future cash flows to cover expenses.

Quarterly, the Board of Trustees receives [quarterly financial reports](#). The reports include the revenues and expenses for Operating (Education, Fund 01 and Operations and Maintenance, Fund 02), comparing to the prior three fiscal years and current budget. Also the Board is provided additional information regarding payroll expense and healthcare.

Given that this financial information is shared with the Board of Trustees, it is also made available to the RVC community through open meetings and information packets.

Working Cash Act

The college has reviewed the *Working Cash Act, Sections 3-33.5 and 33.6*. However, RVC does not have working cash bonds, so this is not applicable.

Actions

To ensure continued compliance with financial planning, finance staff will continue develop and maintain the following:

- budget officer involvement throughout the budgeting process;
- continuous improvement of accountability reporting, providing additional training;
- evaluation of tuition, and fees on a regular basis;
- adherence to expenditure approval process to maintain control of the budget;
- development of alternative revenue sources which support the current mission and strategic efforts of the college through inter-department collaboration, as well as collaborative efforts with other colleges;
- continuation of accurate, timely financial presentations to the Board of Trustees each month and quarter.
- continuation of State of the College presentations for the Board of Trustees, employees, and other stakeholders.

Evidence:

- [17 CAFR - RVC](#)
- [18 CAFR - RVC FINAL -Printer Version](#)
- [19 CAFR - RVC FINAL](#)
- [20 CYO Final CAFR - RVC](#)
- [2017-09-26 \(7448\) Certificate Attesting to the FY18 Budget](#)
- [2018-06-26 \(7530\) Approve FY19 Budget \(2\)](#)
- [2019-06-25 \(7621\) FY20 Budget \(8\)](#)
- [2020-07-28 \(7722\) FY21 Budget \(13\)](#)
- [2020-10-27 \(7764\) BP 510160 - Operating Fund Balance](#)
- [2021-01-09 10-Year Financial Forecast](#)
- [2021-01-09 State of the College Strategic Plan Update](#)
- [2021-09-28 \(7852\) FY22 Budget \(5\)](#)
- [2022-01-22 StateOfTheCollege_2021-22_FINAL_revised\(003\)](#)
- [2022-01-22 Ten Year Forecast](#)
- [21 Final Audit - RVC](#)
- [February 2022 Cash and Investment Report](#)
- [FY22 Q2 Actuals 20220204](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report SelfEval_FINAL_063016](#)
- [RVC Website - Financial Reports](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Financial Compliance Audit

The district shall complete an annual external audit.

Indicators of Compliance

- District files audit on time.
- District includes required grant compliance information
- District includes Uniform Financial Statements
- District audited credit hours matches certification or reconciliation is included in audit

Indicators of Quality

- Corrective Action Plan for audit findings has been implemented.

Narrative:

Procedure

RVC completes an external audit on an annual basis and has received an unqualified opinion from a licensed certified public accounting firm. The external audit includes an audit of the basic financial statements, footnotes, management discussion and analysis, required supplemental information, ICCB grants, uniform financial statements, credit hours, and OMB A-133 federal compliance requirements.

To determine the college's compliance with the *Act and Administrative Rules* pertaining to the completion of the annual external audit, the staff in Finance confirmed the following information:

- A copy of the annual external audit is submitted electronically to ICCB on or before December 30th following the close of the fiscal year. If the audit cannot be completed by December 30, the college may submit a request for extension to the Executive Director at ICCB before November 15th following the close of the fiscal year with an explanation of the circumstances that cause the report to be delayed, along with an estimated date for submission.
- The audit report will contain financial statements composed of funds established by *Section 1501.511* of the *ICCB System Rules Manual*, a comment on internal control, a comment on the basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of chargeback verification, and a State grant compliance section that includes a schedule of enrollment data, a proof of enrollment data, and all other schedules prescribed, including those by the federal Office of Management and Budget in *Section 15.01.503* of the *ICCB System Rules Manual*.

- Annual external audit reports, which are available as documentation of completed audit.

Finance Services staff review the audit management letters presented to the College from external auditors annually and any previous deficiencies identified. Staff also reviews current practices and test internal controls over cash receipts, cash disbursements, payroll, and fixed assets.

Findings

The college completed annual external audits for each year of the review period. Finance Services Staff is able to provide the actual audited financial reports as documentation of the completed audits and provides them publicly on the [Financial Reports webpage](#) of the college website.

The college's Annual Comprehensive Financial Reports (ACFR) includes required grant compliance information and Uniform Financial Statements. Also included in the ACFR are audited credit hours reconciliation.

Audited financial reports were completed in a timely manner which permitted the college to be in compliance with the December 30th submission date for FY17 through FY21.

Control deficiencies are noted by the external auditors in the management letter. The auditors indicated that these deficiencies should be viewed as an opportunity for improving internal controls and/or processes. The Finance Services staff share these findings with the applicable departments in order to review, analyze and implement processes recommended by the auditors. If the applicable department requires support from Finance Services, Finance Services will meet with them to provide necessary assistance. The Finance Services staff responds in writing to each of the auditor's suggestions during the following audit as to the implementation of the processes. Internal process improvements that are material in nature are presented to the Vice President, Chief Financial Officer for approval before moving forward.

Control deficiencies identified by the auditors from FY18 through FY21 have included purchase orders, purchase cards, bank reconciliations, and wire transfers have led to improved procedures, training and enforcement resulting in stronger controls surrounding those areas.

Deficiencies identified regarding the administration and tracking of tuition waivers for employees and their dependents have resulted in departments coming together to identify a better solution for applying and tracking tuition waivers.

Deficiencies regarding Payroll controls have been identified and mitigated as much as possible until at such point the College transition to an automated timecard system. Until the college transitions, which is expected in FY2023, this will continue to be an audit finding, however the college has implemented mitigating procedures and controls.

Deficiencies identified regarding Information Technology (IT) were communicated to the Chief Operations Officer and Executive Director of Information Technology to be addressed. The result has been the implementation of best practices and updated procedures in IT.

Actions

Findings indicate that RVC is in compliance with the Financial Compliance Audit. The Finance staff will continue to complete the college audit as required, and the college will continue to annually review the auditors qualifications for the Board of Trustees appointment in April for future fiscal years. Furthermore, Finance staff will continue to routinely review and implement suggestions made by the external auditors in order to strengthen controls, streamline processes, and continue to produce accurate financial statements.

Evidence:

- [17 Brd Comms - RVC](#)
- [17 CAFR - RVC](#)
- [17 Single Audit - RVC](#)
- [18 Brd Comms - RVC](#)
- [18 CAFR - RVC FINAL -Printer Version](#)
- [18 Single Audit - RVC](#)
- [19 Brd Comms - RVC FINAL](#)
- [19 CAFR - RVC FINAL](#)
- [19 Single Audit - RVC FINAL](#)
- [20 Brd Comm - RVC](#)
- [20 CYO Final CAFR - RVC](#)
- [20 Single Audit - RVC](#)
- [21 Brd Comms - RVC](#)
- [21 Final Audit - RVC](#)
- [21 Final Enrollment Data Rpt - RVC \(003\)](#)
- [21 Final Single Audit - RVC](#)
- [FY17 CAFR-FINAL](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Financial Reports](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Facilities: Approval of Construction Projects

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 by a licensed architect or engineer as having been constructed within the budget and having met.

Indicators of Compliance

- College projects, and state-funded projects have received local board and/or ICCB approval prior to construction, as required.
- Existence of a current facilities master plan to support requested projects

Indicators of Quality

- Existence of a long -range capital plan including deferred maintenance needs
- Periodic review of adequacy of long-range capital plan by college management and local board of trustees' applicable plans, codes and specifications.

Narrative:

Procedures

Operations staff along with the college architect prepare and present all documents for locally funded, protection, health, and safety (PH&S), and state-funded projects to the Board of Trustees.

Staff conducted a thorough investigation of its level of compliance that included a review of the following:

- CDB Capital Project records
- District construction project files
- Board minutes
- District financial records
- Facilities Master Plan

In addition, the college maintains a [Facilities Master Plan \(FMP\)](#), which is reviewed once a year. The current FMP created in 2020 is under review and is currently undergoing updates and changes. COVID-19 has changed the way that community colleges deliver educational instruction and the need for physical building space has changed. This, along with changes in the college administration, has prompted RVC to conduct a full evaluation of the current plan.

College- and State-funded projects designed by an architect are certified by the architect at the end of the project. This certification is part of the project close-out process given to the college at the end of the project.

Findings

Operations staff maintain [a running spreadsheet](#) to document and monitor capital projects.

College Projects

After a thorough review of all files, the Operations staff found the college to be in compliance with *ICCB Rule 1501-608*. All projects received Board approval for each project as noted in the documentation. Regarding *ICCB Rule 1501.609*, the college determined that not all college-funded projects were designed and reviewed by an architect. Smaller projects like the replacement of Building E roof, BST rigging repairs, and CLII stair removal were not certified by an architect as the projects did not involve an architect or engineering firm.

State-funded Projects

After through review of all files, the Operations staff found the college to be in compliance with *ICCB Rule 1501.608* and *1501.609*, although more specific documentation regarding certification of completion under *1501.609* can be utilized.

Actions

- The college will work on completing the update to the Facilities Master Plan (FMP) and will send the new plan to the Board of Trustees for final approval.
- The college is in the process of finding an architect of record who will be able to assist the college with the development of all projects and conduct the final review and certification in order to be in full compliance with *ICCB Rule 1501.609*.
- The college will develop a formal document for monitoring the completion of all local and state-funded projects. This document will state the project has been certified by the licensed architect or engineer as having been constructed within the budget and having met applicable plans, codes, and specifications. These documents will be presented to the Board of Trustees for review annually.

Evidence:

- [2021-06-07 Rock Valley College Facilities Master Plan Book](#)
- [Capital Projects Spreadsheet - ICCB Recognition](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16 ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Facilities: Facilities Data Submissions

B. Facilities Data Submissions: To maintain and report facilities data requests, reports, and information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB.

Indicators of Quality

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

Indicators of Compliance

- Data submissions/report for the following have been received on time and are completed accurately and in the required format:
 - Facilities Data
 - RAMP (Capitol Budget Request)

Narrative:

Procedures

Operations staff reviewed facilities data submission dates from *ICCB Data and Report Submission Dates* schedules for fiscal years 2017 through 2021 and examined internal records. Actual submission dates for all required reports were compared to the due dates established by the ICCB. The reports were examined to determine the extent of compliance.

Operations staff reviewed RAMP submissions for fiscal years 2017 through 2021 and examined internal records. Actual submission dates for all required reports were compared to the due dates established by the ICCB. The reports were examined to determine the extent of compliance.

Findings

In FY2017 the ICCB required the submission of Square Footage of Planned Construction C1.1 & Owned Land/Acreage C1.3, Facilities Data (F3, F6, B3 & R3), and the RAMP submission. Records indicate that the Square Footage of Planned Construction C1.1 & Owned Land/Acreage C1.3 was submitted on time, but Facilities Data (F3, F6, B3 & R3) was submitted late. The RAMP document appears to not have been submitted but the ICCB Data and Report Submission website indicates the report was due on 12/31/1899; no documentation is on file to determine clearly whether or not the RAMP document was submitted. The Facilities Data was submitted late due to a combination of ICCB processing delays, pushing the due date to November 19, and RVC staffing issues/transitions that month; the college submitted this information in March.

In FY2018 the ICCB required the submission of Square Footage of Planned Construction C1.1 & Owned Land/Acreage C1.3, Facilities Data (F3, F6, B3 & R3), and the RAMP submission. Records indicate that the Square Footage of Planned Construction C1.1 &

Owned Land/Acreage C1.3 was submitted on time, Facilities Data (F3, F6, B3 & R3) was submitted late, but documentation does not provide for a reason for this delay. The RAMP document was submitted on time. The Facilities Data was submitted on time, but it appears that as this happened just prior to the Labor Day weekend, the submission date was recorded as 9/5/2017, which is four days late.

In FY2019 the ICCB required the submission of Square Footage of Planned Construction C1.1 & Owned Land/Acreage C1.3, Facilities Data (F3, F6, B3 & R3), and the RAMP submission. Records indicate that the Square Footage of Planned Construction C1.1 & Owned Land/Acreage C1.3 was not required to be submitted. Facilities Data (F3, F6, B3 & R3) was submitted on time, as was the RAMP document. RVC can find no documentation explaining why the Square Footage of Planned Construction was not requested by ICCB.

In FY2020, it appears that the submission of Square Footage of Planned Construction C1.1 & Owned Land/Acreage C1.3, Facilities Data (F3, F6, B3 & R3), and the RAMP submission was not required by ICCB and, therefore, had no due date. Information suggest that this was due to COVID-19 and issues at ICCB.

In FY2021, it appears that the submission of Square Footage of Planned Construction C1.1 & Owned Land/Acreage C1.3, Facilities Data (F3, F6, B3 & R3), and the RAMP submission was not required by ICCB and, therefore, had no due date. Information suggest that this was due to COVID-19 and issues at ICCB. Attached is an [email](#) between COO Rick Jenks and ICCB William Dart indicating that RVC had submitted their RAMP request before the October 15th, 2021, deadline.

Actions

RVC had several staffing transitions, that in addition to complications from COVID and ICCB issues with data and data reporting, led to inconsistency in addressing accurate and timely submission of facilities data. To address this, operations staff will work with ICCB to clarify understanding of what reports are required, their deadlines, and the proper method to submit each of them. Once the questions and concerns around facilities data submissions are clarified, RVC will update processes to ensure timely compliance.

Operations staff will also document submissions, noting issues that may have caused delays, so that better reasoning for any delays can be provided and these processes can be continuously improved.

Evidence:

- [2021-06-07 Rock Valley College Facilities Master Plan Book](#)
- [ICCB Data and Report Submission Web Page](#)
- [RAMP Email FY2021](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16 ICCB Recognition Report SelfEval FINAL 063016](#)
- [RVC-Board-Policy-Manual-2-3-2](#)

Employment Contracts: Employment Contract Limitations

A. Employment contract limitations: This Section applies to employment contracts entered into, amended, renewed, or extended after the effective date of this amendatory Act of the 99th General Assembly. This Section does not apply to collective bargaining agreements.

Indicators of Compliance

- Contract length, severance,
- Approval in open board meeting
- Public notice

Indicators of Quality

- Annual performance review

Narrative:

Procedures

Human Resources reviewed the process and documentation of employment contracts outside of collective bargaining agreements to determine the degree to which they comply with employment contract limitations as outlined in *PA 110 ILCS 805/3-65*.

Findings

At RVC, the only employment contracts outside of collective bargaining agreements are those of the President or, when appropriate, the Acting President. This is outlined as a duty of the Board in the [RVC Board Policy Manual](#) in policy *1:10.010, Section 4, A.1*.

Additionally, expectations for the role of President are outlined in *1:10.090, Section 1* and the role of Acting President in *1:10.090, Section 2*.

THE BOARD AND THE PRESIDENT

Section 1. **President**

The President of the College shall be the chief administrative officer of the internal operating organization of the College and shall be appointed by the Board. In addition, to the extent allowed by the *Illinois Public Community College Act*, the President may represent Rock Valley College on official and ceremonial occasions.

The Board of Trustees expects:

- A. The President, or his designee, to attend and inform and advise, without vote, in all meetings of the Board of Trustees, except where his absence is expressly desired or when the Board is in Executive Session.
- B. The President, or his designee, to attend all committee meetings of the Board and act as the resource person to the several committees of the Board, unless expressly asked to leave to enable the committee to go into executive session.
- C. The President to be responsible for the overall operation of the College by initiating, guiding, and directing activities which are necessary to fulfill the mission of the College and any such other expectations that the Board of Trustees may establish.

Section 2. **Acting President**

The President shall be authorized to designate a member of the College staff as Acting President during temporary disability or absence from the College. In the case of lengthy continued disability or absence of the President, in case of vacancy of the presidency, or under other special circumstances, the Board shall name an Acting President and shall negotiate a commensurate salary for said responsibility.

During FY17 through FY22, the following individuals have received employment contracts at Rock Valley College:

Dr. Douglas Jensen, President

Employment Contract: Two contracts were approved for Dr. Jensen, his initial employment contract and a second employment contract to continue his tenure as President. Both contracts comply with the requirement to have a determinate start and end date not to exceed 4 years. Neither contract had automatic rollover clauses, performance bonuses, or incentive-based components.

- [Board Approval of Initial Contract](#) (September 27, 2016)
- [Initial Contract](#) (effective October 10, 2016 through June 30, 2019)
- [Board Approval of Second Contract](#) (July 24, 2018)
- [Second Contract](#) (effective July 1, 2018 through June 30, 2022)

Severance: Dr. Jensen gave notice to the Board of Trustees at the beginning of April 2020 that he intended to resign at the end of FY20. The Board accepted Dr. Jensen's resignation, agreeing to provide him with salary and benefits for the remainder of the fiscal year (June 30, 2020). This severance agreement complies with *PA 110 ILCS 805/3-65* in that it does not exceed on year of salary and benefits.

- [Board Approval of Resignation](#) (April 28, 2020)

Ms. Beth Young, Acting President

Employment Contract: With Dr. Jensen's resignation, the Board appointed Ms. Young, CFO, to the role of Acting President. This contract had a determined start date of April 1, 2020; the determined end date was to be no later than the appointment of a new President.

This contract was in effect for approximately five months, so it did not exceed the four year limit. Furthermore, it did not have an automatic roll-over clause, performance bonuses, or incentive-based components.

- [Board Approval of Contract](#) (April 28, 2020)
- [Contract](#) (effective April 1, 2020 until appointment of new President)

Severance: Not applicable as per the terms of her contract, Ms. Young's tenure as Acting President ended at the appointment of a new President. No severance agreement was approved.

Dr. Howard Spearman, President

Employment Contract: Dr. Spearman was identified to serve as President of RVC in July of 2020, with a determined start date of his tenure in September of that year. The determined end date of his contract is June 30, 2024, which notably does not exceed four years. This contract does not have an automatic roll-over clause, performance bonuses, or incentive-based components.

- [Board Approval of Contract](#) (July 30, 2020)
- [Contract](#) (effective September 1, 2020 through June 30, 2024)

Severance: Not applicable as Dr. Spearman continues to serve as the President of the college.

In compliance of the Open Meeting Act, public notice was made for all final actions related to employment contracts referenced above in regular meetings for the Board of Trustees. Board of Trustees information including meeting agendas, minutes, and materials are provided through the [Board page of the college website](#). The employment contracts can be found in these materials, and the contract for the current President is also located on the [Administrators page of the college website](#).

Actions

The findings identify that the college is compliant with employment contract limitations as outlined by *PA 110 ILCS 805/3-65*. RVC will continue to follow these guidelines to inform employment contracts.

Evidence:

- [2016-09-27 Agenda Regular Meeting Transparency](#)
- [2016-09-27 Board Minutes SIGNED Transparency](#)
- [2018-07-24 Agenda Regular Meeting Transparency](#)
- [2018-07-24 Board Minutes SIGNED Transparency](#)
- [2018-07-24 President Doug Jensen Employment Agreement SIGNED Transparency](#)
- [2020-04-28 Agenda Regular & Reorganization Meeting Transparency](#)
- [2020-04-28 Minutes Regular Reorganization Meeting-SIGNED Transparency](#)
- [2020-07-30 Agenda Special Board Meeting-President Transparency](#)

- [2020-07-30 Minutes Special Meeting-President announcement-SIGNED Transparency](#)
- [DJensen Resignation Agreement-SIGNED Transparency](#)
- [Doug Jensen President Contract 2016 Transparency](#)
- [Dr Howard Spearman Contract - SIGNED Transparency](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Administration page](#)
- [RVC Website - Board of Trustees page](#)
- [RVC-Board-Policy-Manual-2-3-2](#)
- [Young Employment Agreement Transparency](#)

Employment Contracts: Employment Contract Transparency

B. Employment contract transparency: This Section applies to the employment contracts of the president or all chancellors of the community college entered into, amended, renewed, or extended after the effective date of this amendatory Act of the 99th General Assembly. This Section does not apply to collective bargaining agreements.

Indicators of Compliance

- Contract length, severance,
- Final Action/Approval in open board meeting
- Public notice, compliance with Open Meetings Act

Indicators of Quality

- Annual performance review
- Board minutes, board packets, annual performance criteria

Narrative:

Procedures

Human Resources reviewed the process and documentation of employment contracts outside of collective bargaining agreements to determine the degree to which they comply with employment contract transparency as outlined in *PA 110 ILCS 805/3-70*.

Findings

At RVC, the only employment contracts outside of collective bargaining agreements are those of the President or, when appropriate, the Acting President. This is outlined as a duty of the Board in the [RVC Board Policy Manual](#) in policy *1:10.010, Section 4, A.1*.

In compliance of the Open Meeting Act, public notice was made for all final actions related to employment contracts. Board of Trustees information including meeting agendas, minutes, and materials are provided through the [Board page of the college website](#).

During FY17 through FY22, the following individuals have received employment contracts at Rock Valley College:

Dr. Douglas Jensen, President

Two contracts and one severance agreement were approved for Dr. Jensen. All comply with the requirement to provide public notice compliant with the Open Meetings Act and have final actions of contracts made during an open meeting of the Board of Trustees.

- [Board Agenda with Initial Contract](#) (September 27, 2016)
- [Board Minutes with Approval of Initial Contract](#) (September 27, 2016)
- [Board Agenda with Second Contract](#) (July 24, 2018)
- [Board Minutes with Approval of Second Contract](#) (July 24, 2018)
- [Board Agenda with Resignation](#) (April 28, 2020)
- [Board Minutes with Approval of Resignation](#) (April 28, 2020)

Ms. Beth Young, Acting President

One contract was approved for Ms. Young. This contract complied with the requirements to provide public notice compliant with the Open Meetings Act and have final actions of contracts made during an open meeting of the Board of Trustees.

- [Board Agenda with Contract](#) (April 28, 2020)
- [Board Minutes with Approval of Contract](#) (April 28, 2020)

Dr. Howard Spearman, President

One contract has been approved for Dr. Spearman to date. This contract complied with the requirements to provide public notice compliant with the Open Meetings Act and have final actions of contracts made during an open meeting of the Board of Trustees.

- [Board Agenda with Contract](#) (July 30, 2020)
- [Board Minutes with Approval of Contract](#) (July 30, 2020)

Criteria for performance are outlined in the employment contract. The performance reviews take place in closed session with the Board and the President. As such, no documentation about annual goals or performance reviews are currently available on the college website.

Actions

The findings identify that the college is compliant with employment contract transparency as outlined by *PA 110 ILCS 805/3-70*. The review did, however, raise the issue of the best way to provide public information about annual goals and performance reviews of the President. As such, the college is discussing with its legal representatives how such information that is discussed and agreed upon in closed session can be made generally available at that time. Results of this legal discussion will result in updates to process documentation and, if needed, the Board Policy Manual and presidential employment contracts.

Evidence:

- [2016-09-27 Agenda Regular Meeting](#)
- [2016-09-27 Board Minutes SIGNED](#)
- [2018-07-24 Agenda Regular Meeting](#)
- [2018-07-24 Board Minutes SIGNED](#)
- [2018-07-24 President Doug Jensen Employment Agreement SIGNED](#)
- [2020-04-28 Agenda Regular & Reorganization Meeting](#)
- [2020-04-28 Minutes Regular Reorganization Meeting-SIGNED](#)
- [2020-07-30 Agenda Special Board Meeting-President](#)
- [2020-07-30 Minutes Special Meeting-President announcement-SIGNED](#)
- [DJensen Resignation Agreement-SIGNED](#)
- [Doug Jensen President Contract 2016](#)
- [Dr Howard Spearman Contract - SIGNED](#)

- [Remove before Publishing - 110 ILCS 805 3-70 Employment Contract Transparency](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [RVC Website - Administration page](#)
- [RVC-Board-Policy-Manual-2-3-2](#)
- [Young Employment Agreement](#)

Standard 4: Institutional Research/Reporting

General Reporting Requirements: Student Data Reporting

A. Student Data Reporting

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.

Indicators of Compliance

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

- Noncredit Course Enrollment Data (N1)
- Annual Enrollment and Completion Data (A1)
- Annual Student Identification Data (ID)
- Enrollment surveys
- Fall Enrollment Data (E1)
- Summer Graduate Reporting for IPEDS GRS Data (GS)
- Annual Course Data (AC)
- Annual Completions Data (A2)

Indicators of Quality

- Official college records support data submissions.
- College has a documented internal process for data flow and reporting.

Narrative:

Procedure

Institutional Research staff reviewed these data submission dates from *ICCB Data and Report Submission Dates* for fiscal years 2017 through 2021 in conjunction with internal records.

Findings

Staff in Institutional Research and Records & Registration follow written compliance procedures for each ICCB submission along with a yearly editing schedule to submit timely reports. The *ICCB MIS Manual* and the College's [*ICCB Internal Data Reporting Procedures Manual*](#) structure the process.

RVC continues to review and refine processes to ensure timely, accurate, and consistent submissions of data and reports to ICCB. To do so, the college has identified key units as essential to ensuring all ICCB rules and deadlines are consistently met. Furthermore, an internal schedule has been established for data monitoring to allow areas responsible for data entry to correct errors and support on-going staff training. Monitoring is completed using edit reports for each submission and regular audits.

The editing and review process implemented at the College has improved the timeliness, accuracy, and consistency of data submission/reports. Most (78%) of the student data reports across the five year period of review have been submitted in a timely and accurate fashion. Furthermore, changes to data submissions as outlined in the *MIS Manual* are noted such that data are submitted in a format that is consistent with compliance guidelines. When a new *MIS Manual* is published, Institutional Research and Information Technology staff review changes and update coding to reflect those changes for future submissions.

The offices of Institutional Research, Information Technology and Records & Registration regularly meet with several departments to review ICCB report due dates and to ensure personnel in each area understand data required and related editing processes for each submission. Since 2017, key personnel in some areas have been new in their roles and required training in data entry and editing in order to improve the efficiency and accuracy of ICCB data submissions. The Institutional Research Associate provided training for these areas. The Records Office also provided data entry training to key areas. New personnel in Information Technology received training on ICCB reporting, processes, and editing. Departments responsible for ICCB student data entry have updated procedural documentation within their departments and continue to provide data entry training as needed.

The review of submission dates indicate the following:

ICCB Report	Description	Complete and Accurate # of Reports on Time
N1	Noncredit Course Enrollment Data	5 out of 5
A1	Annual Enrollment and Completion Data	1 out of 5
ID	Annual Student Identification Data	4 out of 5
Fall	Enrollment survey	5 out of 5
Spring	Enrollment survey	5 out of 5
E1	Fall Enrollment Data	4 out of 5
GS	Summer Graduate Reporting for IPEDS GRS Data	5 out of 5
AC	Annual Course Data	3 out of 5
A2	Annual Completions Data	3 out of 5

Additional information on timelines, accuracy/format, and consistency can be found in Part A of the [Standard IV: Accountability -- Reporting Requirements Summary Status -- ICCB Reports](#) table.

These results indicate that the college has had some challenges in submitting accurate and consistent reports on time for annual reports (i.e., A1, ID, AC, and A2). Some of this a result of challenges during COVID and timing of revisions to the MIS Manual.

Actions

While RVC is generally in compliance with reporting requirements for student data, additional improvements are needed to improve timeliness. An annual schedule of running and verifying edits from these programs has been implemented at the College. Staff from Institutional Research and Information Technology will continue to meet to review and update as needed the college's internal data applications, process, and staff development in

conjunction with this timeline.

In FY21, the college attempted to get ahead of the process and build programming service requests to address draft changes to the MIS Manual; however, many did not go into the final version. Institutional Research and Information Technology will explore strategies for creating efficiency in the A1 process. RVC is currently implementing a cloud-based server for its ERP that could inform currently unidentified solutions.

Evidence:

- [ICCB FY17 Data and Report Submission Dates](#)
- [ICCB FY18 Data and Report Submission Dates](#)
- [ICCB FY19 Data and Report Submission Dates](#)
- [ICCB FY20 Data and Report Submission Dates](#)
- [ICCB FY21 Data and Report Submission Dates](#)
- [Internal Data Reporting Procedure ICCB Compliance Reporting 2018](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16 ICCB Recognition Report SelfEval FINAL 063016](#)
- [StandardIV AccountabilityTable FINAL](#)

General Reporting Requirements: Faculty/Staff Data Submissions

B. Faculty/Staff 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:

- Faculty, Staff & Salary Data (C1)
- Faculty Staff & Salary Supplementary Information
- Annual Faculty, Staff & Salary Data (C3)
- Hispanic Employment Survey
- Asian American Employment Survey
- Native American Employment Survey
- African American Employment Survey.
- Bilingual Needs and Bilingual Pay Survey

Indicators of Quality

- Official college records support data submissions.
- College has a documented internal process for data flow and reporting.

Narrative:

Procedure

Institutional Research staff reviewed these data submission dates from *ICCB Data and Report Submission Dates* for fiscal years 2017 through 2021 in conjunction with internal records. Actual submission dates for all required reports were compared to the due dates established by the ICCB.

Findings

The staff in Human Resources, with guidance from Institutional Research and Information Technology, are responsible for maintaining the database for the submissions of the C1, C2, C3, Employment Plan Surveys, and Faculty Staff/Salary Supplementary Information reports. The *ICCB MIS Manual* and the College's [ICCB Internal Data Reporting Procedures Manual](#) structure the process. Both Human Resources and Information Technology staff responsible for ICCB reporting experienced turnover during the FY17 - FY21 reporting terms. Institutional Research continues to provide ICCB training to both departments.

Each field in the C1, C2 and C3, Salary Surveys and Employment Plan Surveys are checked for accuracy and compliance by staff in Human Resources and Institutional Research before submission to ICCB.

The review of submission dates indicate the following:

ICCB Report	Description	Complete and Accurate # of Reports on Time
-------------	-------------	--

-->	Asian American Employment Plan	5 out of 5
-->	African American Employment Plan	5 out of 5
-->	Bilingual Needs and Bilingual Pay Plan	5 out of 5
-->	Hispanic Employment Plan	5 out of 5
-->	Native American Employment Survey	5 out of 5
C3	Annual Faculty, Staff & Salary Data	3 out of 5
C1	Faculty, Staff & Salary Data	3 out of 5
-->	Faculty, Staff & Salary Supplementary Information	4 out of 5

The [Standard IV: Accountability -- Reporting Requirements Summary Status -- ICCB Reports](#) table outlines in Part B the timeliness, accuracy, and consistency of these submissions. Additional details are provided in this table as needed.

Actions

While RVC is generally in compliance with general reporting requirements for student data, additional improvements are needed to improve timeliness. These data will be reviewed with Human Resources staff, and Institutional Research and Information Technology staff will continue to work with them on process improvement. Furthermore, Institutional Research will continue to provide support and staff development as needed for those in Human Resources engaged in this work, and processes will continue to be monitored to ensure compliance guidelines and procedures provided in the MIS Manual and its updates will continue to be addressed.

Evidence:

- [Internal Data Reporting Procedure ICCB Compliance Reporting 2018](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report_SelfEval_FINAL_063016](#)
- [StandardIV_AccountabilityTable_FINAL](#)

General Reporting Requirements: Other Submissions

C. Other Submissions

Indicators of Compliance

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

- Program Review Report
- Program Review Listing
- Special Initiatives Reports
- Underrepresented Groups Report

Indicators of Quality

- Official college records support data submissions.
- College has a documented internal process for data flow and reporting.

Narrative:

Procedure

Institutional Research, Academic Affairs, Student Affairs, and Financial Services staff reviewed these data submission dates from fiscal years 2017 through 2021 in conjunction with internal records. Actual submission dates for all required reports were compared to the due dates established by the ICCB.

Findings

The [Standard IV: Accountability -- Reporting Requirements Summary Status -- ICCB Reports](#) table outlines the timeliness, accuracy, and consistency of these submissions. Additional details are provided in this table as needed. The ICCB Manuals and the College's [ICCB Internal Data Reporting Procedures Manual](#) structure the process.

Program Review Reports

RVC has submitted 5 of 5 reports accurately and on time.

Special Initiatives Grants Reports and Audits

Specialized Initiative grants at RVC from FY17 to FY21 include *Innovative Bridge and Transition*, *Workforce Equity Initiative*, and *Transitional Math Support*. During this time programmatic and fiscal reports were submitted on time and accurately for all by the final Innovative Bridge and Transition Grant for Manufacturing grant. Reports for this grant were due 7/30/2021 but were submitted on 8/9/21.

Application for Recognition

This self-evaluation is in response to the application for recognition. At the time of developing the self-evaluation report, the application is past due the August 1 deadline.

RVC received a continuation letter and understood this to be an extension of this due date to the end of the fiscal year. Through communication with ICCB, the expectations were clarified and an April deadline was identified. RVC continues to be in contact with ICCB

about its submission to assure the institution's good faith effort to address this misunderstanding and provide the application within a timely fashion.

Underrepresented Groups

RVC has submitted 4 of the 5 reports accurately and on time. The report was late in FY17.

While no documentation appears to be on file to explain the delay, the fact that new staff were completing the report in that year may have led to a delay. The report has been submitted on time since FY17.

Facilities Data

The college's submission details for these reports is outlined in Section III, Facilities: Facilities Data Submissions.

Actions

RVC is generally compliant with general reporting requirements for the identified submissions. Nonetheless, improvements can be made in processes to ensure more timely, accurate, and consistent reporting.

- The college will identify a process and location for collecting centrally all reports and audits for grants, including Special Initiative Grants. The College recently hired a Grant Coordinator and is currently searching for a Grant Accountant. These individuals will work together to ensure the timeliness, accuracy, and consistency of grant reporting.
- Furthermore, senior leadership at the college will review the annual plan for submission of all reporting requirements (i.e., those identified in Part A, B, and C of the [Standard IV: Accountability -- Reporting Requirements Summary Status -- ICCB Reports](#) table) at the beginning of each fiscal year to better understand resource allocation, lead staff, and supports needed for successful and timely completion of the each. Staff from Institutional Research, Academic Affairs, and Student Affairs will continue to monitor the timeliness, accuracy, and consistency of each submission; review and update as needed the college's internal data applications, process, and staff development; and report out to leadership strengths and limitations experienced in the process.

Evidence:

- [Internal Data Reporting Procedure ICCB Compliance Reporting 2018](#)
- [Remove before Publishing - ICCB Recognition Manual 2021-2025](#)
- [Remove before Publishing A--FY16_ICCB Recognition Report SelfEval_FINAL_063016](#)
- [StandardIV_AccountabilityTable_FINAL](#)