

FINAL RECOGNITION REPORT

ILLINOIS VALLEY COMMUNITY COLLEGE

April 2014
ILLINOIS COMMUNITY COLLEGE BOARD

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FOR
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INTRODUCTION

During fiscal year 2014, the Illinois Community College Board conducted a recognition evaluation for Illinois Valley Community College. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board. All community colleges must be officially recognized to be eligible for state funding. Based on a five-year cycle, recognition evaluations are conducted to assure that colleges are in compliance with these standards. Colleges are evaluated on a select number of standards during the same cycle. The standards selected for review during the current cycle are classified into four categories - Instruction, Student Services/Academic Support, Finance/Facilities, and Accountability. This report is organized by those categories and focuses on the findings and recommendations for each standard.

The report contains two types of recommendations. Compliance recommendations are those for which the college was found to be out of compliance with a given state statute or administrative rule. Advisory recommendations are made in instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue. The latter are suggestions only.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes and initiatives that are not reflected in the report and commends the institution for its many efforts on behalf of students.

EVALUATIONS RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1a. Degrees and Certificates

A comparison between the college catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB.

General Education Requirements

All active and approved Career and Technical Education Associate in Applied Science (A.A.S.) degree programs meet the general education requirements as described in ICCB Administrative Rules Section 1501.302 a) 3) b).

All active and approved degree programs meet the general education requirements. All active and approved degree and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules.

Advisory (Quality) Recommendations: It is recommended the college revise and review the format of their catalog guide sheets. All programs (Transfer degrees, Career & Technical Education degrees and certificates) are depicted using “Guide Sheets” in the college catalog. While the Guide Sheets serve as a summary reference of coursework requirements, it is difficult to discern at the broadest level whether all transfer programs being offered meet the general education requirements specified in the Administrative Rules for each specific degree program (Associate in Arts, Associate in Science, Associate in Engineering Science, and Associate of Arts in Teaching).

ICCB staff verified with the college that all Transfer programs meet the general education requirements outlined in the Administrative Rules. The college indicates plans to work internally at developing a format for the Guide Sheets that illustrates this information more clearly for students. No further recommendation is necessary.

College Response: The Student Services Department and Counseling Office are working together with the AVP for Academic Affairs to reformat all Guide Sheets, specifically to clarify how all transfer programs meet the general education requirements specified for each respective transfer degree program.

Revised Guide Sheets will be included in the 2014-15 online catalog.

Curricular Credit Hour Audit

A list of discrepancies identified between the ICCB Curriculum Master File and the college’s 2013-2014 college catalog are described below.

Curricular omissions

The following programs were listed as Active on the ICCB Curriculum Master File, but could not be located in the current College catalog:

- TECH 3100 Corrections Officer/Youth Supervision A.A.S. degree (62 credit hours)
- TECH 3101 Corrections Parole Officer A.A.S. degree (64 credit hours)

Compliance Recommendation: In order to be in compliance, the college should update the ICCB curriculum master file for TECH 3100 and TECH 3101. ICCB staff verified with IVCC staff that these programs were inadvertently left out of the 2013-2014 college catalog. The college indicates these programs are still considered Active and Guide Sheets are currently available to students. The college ensures this information will be published in the 2014-2015 college catalog.

College Response: Copies of the approved curriculum guides for TECH 3100 and TECH 3101 have been provided to the AVP of Student Services; guide sheets are being created and will be published in the 2014-2015 online catalog.

Credit hour verification

The following credit hour discrepancies between the college catalog and the ICCB Curriculum Master File were identified:

- TECH 0180 Basic Substance Abuse Treatment Certificate
- TECH 0181 Advanced Substance Abuse Treatment Certificate
- TECH 0116 Phlebotomy Certificate
- TECH 3136 Therapeutic Massage A.A.S. degree

Compliance Recommendation: In order to be in compliance, the college should adjust their internal information accordingly and revise those totals for the 2014-2015 college catalog. The college verified that a credit hour discrepancy exists between the ICCB Curriculum Master File and the Guide Sheets for these programs. The credit hour total represented in ICCB records is correct.

College Response: The AVP of Academic Affairs has verified the credit hours of the program in question and reported the discrepancies to the AVP of Student Services. Guide sheets to be published in the 2014-2015 online catalog for TECH 0180, 0181, 0116, 3136 will reflect the same credit hours as reported in the ICCB Curriculum Master File.

The following programs were listed without a total number of credit hours required

for completion in the current college catalog (page number provided). The number of credit hours, according to the ICCB Curriculum Master File, for which the program has been approved, is listed for each.

- TECH 0136 Therapeutic Massage Certificate page 136 (34 credit hours)
- TECH 0300 Basic Construction Welding Certificate page 145 (28 credit hours)
- TECH 0301 Advanced Construction Welding Certificate page 143 (42 credit hours)
- TECH 0302 Production Welding Certificate page 150 (30 credit hours)

Compliance Recommendation: In order to be in compliance, the college catalog should accurately reflect the credit hour that is on file with the ICCB curriculum master file. The college indicates that internal information/credit hour totals for each of these programs matches ICCB records.

College Response: The AVP of Academic Affairs has worked with the AVP of Student Services to verify the total number of credit hours of the programs in question. Guide sheets to be published in the 2014-2015 online catalog for TECH 0136, 0300, 0301, 0302 will include the total number of credit hours to complete the corresponding certificates as reported in the ICCB Curriculum Master File.

Advisory (Quality) Recommendations: It is recommended the college revise and review the format of their catalog “Guide Sheets”. As indicated earlier in this section, all IVCC programs (Transfer degrees, Career & Technical Education degrees and certificates) are depicted using “Guide Sheets” in the college catalog. While the Guide Sheets serve as a summary reference of coursework requirements, a total number of credit hours required for completion *are not* consistently provided for each program. This may result in students having an unclear understanding of completion requirements.

The college indicates plans to work internally at developing a format for the Guide Sheets that illustrates this information more clearly for students.

1b. Articulation

The college offers the Associate in Arts and the Associate in Science degrees. In most regards the specific degree requirements parallel the recommendations of IAI. The college is also approved to offer the Associate in Engineering Science and the Associate in Arts Teaching - Early Childhood Education.

According to the requisite Recognition standard, the college provided articulation information for 25 baccalaureate/transfer courses that were requested. A comparison of courses with articulation submissions indicates that all courses submitted showed evidence of articulation by providing current u.select course

tables and / or Form 13s. The college's self study supports this assertion.

Recommendation: None.

1c. Dual Credit

As part of the 2014 Recognition review, dual credit information was examined from the self evaluation as well as data from the ICCB Annual Course (AC) submission in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507-11 A-G. Utilizing the AC submission, the ICCB selected a total of 100 dual credit transfer (1.1 PCS) courses for review: 50 from fiscal year 2011 and 50 from fiscal year 2012. The college was then required to conduct an audit using the dual credit sample and to provide information related to instructors, student qualifications, and placement testing and prerequisites.

Part A: State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, ICCB regulations, accreditation standards and local college policies apply to courses, instructional procedures and academic standards at Illinois Valley Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Part B: Instructors.

Instructors for the dual credit course sample were identified and their credentials were examined to see if the requirements for teaching dual credit were met. Three instructors were found to have questionable credentials. No systemic errors were identified.

Part C: Qualification of Students.

There were no issues identified related to the qualifications of students.

Part D: Placement Testing and Prerequisites.

Dual Credit courses at Illinois Valley Community College meet the same prerequisite requirements as courses on campus.

Part E: Course Offerings.

All dual credit courses reported on the AC submission in fiscal year 2011 and fiscal year 2012 were Transfer (1.1 PCS) courses. However, the college indicated they also offered CTE (1.2 PCS) courses during this time. Please note the AC submission requires the reporting of all dual credit courses/students.

Part F: Course Requirements.

Dual credit courses and on-campus courses at Illinois Valley Community College share the same college-level curriculum, competencies, and methods for evaluating

student achievement of learning outcomes.

Part G: Concurrent Credit.

The award of high school credit for the course is the responsibility of the high school according to its established policies and practices at Illinois Valley Community College.

Advisory Quality Recommendations: It is recommended the college 1) ensure that all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus and 2) data protocols be implemented internally to ensure dual credit courses/students are reported accurately on future AC submissions.

As stated, no systemic errors were identified though minor discrepancies were apparent.

College Response:

- 1) *A complete audit was recently conducted on the dual credit instructors. Files were updated with current information, including applications and transcripts. The process for future dual credit instructors will assure that those teaching dual credit courses have adequate credentials. A checklist has been put in place that assures that the IVCC human resource department has on file the most current application and transcripts of the dual credit instructor. The Academic Dean will approve all dual credit instructors after a thorough review of the transcript.*
- 2) *The AVP for Academic Affairs has provided Director of ITS with section number of courses to be included in the AC submission for reporting CTE (1.2 PCS) courses.*

The code table that indicates whether a course section is dual credit or dual enrollment has been updated. A more accurate way to indicate dual credit or dual enrollment for each student in each section is being developed by the registration office.

1d. Assessment Plans.

Illinois Valley Community College has a systematic, district-wide approach to assessment. Through the review of their self study, it is clear that assessment has been implemented at all levels that focus on the future needs of students. Their assessment plan clearly indicates that the quality of teaching and learning is valued. The college regularly utilizes data from the assessment of student learning for the improvement of curriculum, teaching and student learning. The college's self-study demonstrates that the district considers how information will be used and involves a broad range of stakeholders in that use. The process of assessment has been

integrated into the college as a whole.

Recommendation: None.

1e. Faculty Qualifications/Polices.

According to the self study, all full-time faculty that were reviewed have the required Master's Degree with 18 graduate hours in their assigned discipline. Faculty files contained documentation of their academic credentials. All part-time faculty teaching transfer courses have the required Master's Degree with 18 graduate hours in their assigned discipline. In its self study, Illinois Valley Community College discovered that while almost all part-time faculty teaching occupational courses have the necessary credentials to teach them, they could not verify the credentials for three faculty. The college has since implemented new procedures that will ensure they no longer engage the services of any part-time faculty member unless their credentials have been verified. Illinois Valley Community College has an established teaching and learning center providing faculty development. It also is addressing accessibility needs for instruction and software.

Compliance Recommendation: In order to be in compliance, the college must verify that faculty have the appropriate academic credentials to teach at the time their services are engaged. The college should continue to enforce their new procedures.

College Response: IVCC conducted a random audit of full- and part-time faculty files to verify that each had the appropriate academic credentials to teach. Three of the instructor's files were incomplete or missing. HR has followed up with these three instructors and secured the appropriate documentation for the files. Each instructor does have the appropriate academic credentials to teach the assigned classes. HR revised the hiring procedure for part-time faculty and utilizes a checklist to ensure the file contains all of the required documentation before adding the new instructor to the payroll system.

2. STUDENT SERVICES/ACADEMIC SUPPORT

2a. Student Services/Academic Support.

Part A: Advising and Counseling.

Illinois Valley Community College offers a full set of services to students. Advising offers a variety of opportunities used to assist students in exploring fields of study and planning their academic career. They also provide services for addressing academic difficulties, transfer to universities, and entry into the workforce. The Counseling Center offers tools for students to explore their personal qualities and how that can influence career choices. The college website provides clear and comprehensive information about available services and how to

contact staff. Military veterans who are students have a priority registration period and a new Veterans Center was created. Veterans have an extensive array of services available to them. The college also offers TRiO services.

Satisfaction surveys implemented at the college show a high satisfaction rate with services and feedback has led to improvements in programs such as New Student Counseling and Registration. New student services offices were created in the new Peter Miller Community Technology Center building. Services are now located all in the same area making it easier for students to access. Standardized evening hours for student services have been implemented on Tuesdays and Wednesdays so that students can access multiple services with one on-campus visit. Changes have led to an increase in the number of students served.

Part B: Financial Aid.

The Financial Aid Office utilized a number of survey methods and student feedback groups to improve services. The college has implemented new practices to increase communication with students on financial aid matters as well as notifying students of awards in a timelier fashion. Students are now able to access their financial aid status online. The responsibility for veterans' benefits was moved from Admissions to the Financial Aid Office so veterans could receive a comprehensive picture of their financial aid options through one office. Evening hours correspond to other available services.

Part C: Placement.

The Career Services Office was moved to within the Counseling Center to increase coordination and accessibility of services. The office provides an array of services including job fairs, on-campus recruitment opportunities, job information, and assistance in developing job seeking skills. The college's Dislocated Workers Center provides on-campus employment-related services to employers and job seekers alike.

The college's webmaster ensures accessibility of materials on the website. The content management system behind the website is set up to ensure content added by others is accessible. The Disabilities Services Office is being moved to a location at the front of campus.

Recommendation: None.

3. FINANCE/FACILITIES

3a. Credit Hour Claim Verification.

ICCB staff conducted a day and a half visit at the college beginning on Monday October 28, 2013 and concluding on Tuesday October 29, 2013. During this visit ICCB staff reviewed a sample of credit hours reported in the college's SU and SR instructional credit hour submissions and certified as correct by the CEO and CFO.

The credit hours were used in the Illinois Community College System funding calculations. ICCB staff selected approximately 150 course sections in the summer 2012, fall 2012 and spring 2013 semesters for fiscal year 2015 funding calculations. As part of the review, ICCB staff reviewed specific midterm class lists and final grade sheets, student demographic and transcript information to support residency status and final grade postings, supporting documentation for classification between the SU and SR records, and supporting documentation for chargeback and cooperative agreement claims. College systems, residency verification, and claiming of students who repeat classes were evaluated.

Systems

Claims processing issues

The college has previously implemented an electronic midterm signature process and submitted it to ICCB for evaluation before implementation. Upon our arrival, not all necessary information for the efficient and effective evaluation of the claims process was available on the electronic midterm verification document initially provided to ICCB staff. However, college staff did have a process to generate other reports that contained most of the required information and it was made available and was of assistance during our visit. During the review, four areas of concern were discovered. First, all “Incompletes” assigned to students by an instructor were automatically placed as non-reimbursable in the credit hour claim, even when the student could have been eligible for funding. During the visit, college staff indicated they became aware of this error earlier in the year and had already implemented changes for fiscal year 2014 prior to our visit. Additionally, they indicated that the fiscal year 2013 claims had been corrected and resubmitted prior to our visit. The second area of concern regards students who withdrew on the day of the midterm and were counted as reimbursable. Students should not be counted as reimbursable unless they are in attendance after the midterm, not the day of (in addition to being certified as actively pursuing). College staff were aware of this error and had remedied the problem prior to our visit. The third area of concern was the logic used to determine which students are eligible for reimbursement. Rather than using the Midterm verification the programming logic uses the date of last attendance. While this did result in mostly accurate claims, there is the possibility that a student was claimed who had a date of last attendance after the midterm even though that student should not have been claimed if the instructor did not certify the student as actively pursuing course completion. Attendance, while the most heavily weighted identifier, is not the only measure instructors use when determining who is actively pursuing course completion. The fourth area of concern was how the electronic midterm and final grade sheets are kept. The college does not have a way to save static reports at the time of completion, so any subsequent changes to student data can result in inaccurate documents when those reports are regenerated for auditing purposes.

Compliance Recommendations: In order to be in compliance, the college should make programming modifications where needed to ensure accurate

future claim submissions in accordance with Administrative Rules. This includes 1) modifying programming /practices to ensure students certified as not actively pursuing completion on the midterm date of the class are classified as non reimbursable on the credit hour claim, 2) modifying programming/practices to ensure students whose date of last attendance falls after the midterm are not inadvertently claimed as reimbursable if they have been certified by the instructor as not actively pursuing course completion, and 3) create static midterm/final grade sheets to support the ICCB credit hour claim submissions.

College Response: Admissions & Records Administrators have worked with the Director of ITS to help develop a query to accurately report students pursuing completion at Midterm and also to verify Last Date of Attendance for withdrawn students so the information can be accurately queried by ITS staff and correctly reported in credit hour claim submissions.

The reporting process for determining whether students are certified as actively pursuing completion on the midterm date of the class has been revised to resolve issues #1 and #2.

Additionally, the Records Office will work with ITS staff members to revise the data collection processes on said items electronically and require data be entered prior to submitting for verification by the end user.

Advisory (Quality) Recommendations: It is suggested the college 1) create midterm and final grade sheets which contain the necessary information for the efficient and effective evaluation of the claims processing and 2) continue to routinely self-audit the accuracy of the credit hour claim submissions.

College Response: The recommended reports are being developed and the process for saving data snapshots at key census dates will be modified to include these reports.

Record classification process

All instructors in the sample reviewed appeared to be properly classified as SU if paid primarily with unrestricted funds and as SR if paid primarily with restricted funds and submitted accurately.

Recommendation: None.

Residency

Based on the review of residency records, the college properly makes a distinction between residency for tuition purposes and residency for state funding purposes. The college has a list of all in-district cities/towns and streets to verify residency. Students who reside in cities on the border of the district are manually checked and

their streets are cross verified with supporting documents to ensure proper classification for state funding purposes. The college has not reported chargeback and contractual agreement hours to the ICCB in fiscal year 2012 or fiscal year 2013, which is necessary for ICCB's calculation of equalization grants, even though the college does send students to other colleges on chargeback or contractual agreements. For the two years indicated, that information had not been gathered, summarized, or reported to the ICCB or external auditors.

Compliance Recommendation: In order to be in compliance, the college should maintain proper documentation for students attending other colleges on chargeback or contractual agreements and submit that information to the ICCB and college external auditors.

College Response: The Associate Vice President of Academic Affairs (AVPAA) and Director of Institutional Research (IR) met with appropriate staff in October 2013 to develop a plan for better coordination of processes related to Chargebacks and Contractual Agreements (also known as Cooperative Agreements) and the timely submission of the Chargeback and Contractual Agreement Reports to ICCB. IVCC will submit the Chargeback and Contractual Agreements report to ICCB no later than June 30 of each year.

Repeats

The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The repeat check process is a hybrid approach of programming logic and manual identification. Any student that meets the repeat ineligibility rules according to the ICCB is placed as non-reimbursable in the credit hour claim. Ten random samples were reviewed and verified as accurate during the visit.

Recommendation: None.

3b. Financial Planning.

The college's self study indicates they prepare a five year financial forecast and share it with Board members and college administrators annually. The forecast includes college mission and strategic plan considerations and includes historical information to make certain projections. The college does note that working cash fund interest transfers were not approved by the Board of Trustees for several years due to staffing changes but indicates this has been corrected.

Revenues, expenditures, and operating fund balances for 2008 through 2012 were also examined as part of the desk audit. On average, the college receives 13 percent of its revenues from ICCB grants compared to 16 percent on a statewide basis. Student tuition and local property taxes provide 34 percent and 46 percent, respectively, compared to 38 percent and 42 percent on a statewide basis. The five-year average of salaries and benefits represent 75 percent of expenditures

compared to 75 percent on a statewide basis. Operating fund balances (education, operations and maintenance funds) have an average balance of \$7.1 million over the last five years compared to the statewide average of \$14.0 million. The college's fund balances are below the statewide average and have increased five percent during the five-year period, while statewide growth in fund balances during the same period was 61 percent. The Education Fund decreased while the Operations and Maintenance Fund increased enough to offset the Education Fund decrease. The college's operating fund balance to expenditures ratio over the five years is 36.0 percent compared to the statewide ratio of 40.9 percent. This ratio represents the amount of fund balance in reserve to pay operating expenditures. The higher the ratio, the more in reserve; the lower the ratio, the less in reserve. The college's fund balance to revenue ratio over the five years was 35.8 percent compared to the statewide ratio of 30.3 percent. The higher the ratio the more fund balance available to compensate for revenue reductions. The college's expenditures to revenue ratio over the five years was .99 compared to the statewide ratio of .99. Ratios over one indicate expenditures in excess of revenues and more of a reliance on fund balance whereas a ratio of less than one indicates revenues in excess of expenditures and less of a reliance on fund balance. The college's ratios and trends have not kept pace with the change in statewide ratio trends since the last recognition evaluation in 2009. For instance, the college's fund balance to expenditures ratio decreased by 37 percent, from 57 percent to 36 percent, while the statewide fund balance to expenditures ratio increased 64 percent, from 25 percent to 40.9 percent. Further, the college's fund balance to revenue ratio decreased by 22 percent, from 46 percent to 35.8 percent, while the statewide fund balance to revenue ratio increased 26 percent, from 24 percent to 30.3 percent.

Advisory (Quality) Recommendations: It is recommended the college continue monitoring its fund balances, fund balance to expenditure ratio, fund balance to revenue ratio, and expenditures to revenue ratio and other financial ratios that the college may determine are relevant in comparison to statewide trends to maintain a viable financial position with uncertainty in state funding and take necessary steps to maintain a viable financial position.

College Response: Attached is a schedule from the fiscal year 2014 budget with a listing of fund balances and a comparison of fund balances to expenditures for the last ten years. Also attached is a graph to help illustrate the trend over the last ten years. The college has adopted a board policy of holding at least 25 percent of annual operating revenues in the fund balance of the operating funds. According to this policy, if the operating fund balance falls below the 25 percent, the administration must present a plan to restore the fund balance to the 25 percent level.

3c. Financial Compliance.

Part A: Annual External Audit.

The annual external audits for fiscal years 2009 through 2013 were reviewed. For the years reviewed, all of the audits were submitted by the requested due date. All fiscal years had the required information, and the college was given an unqualified opinion for all fiscal years reviewed for the general purpose financial statements.

The Government Finance Officers Association's (GFOA) Certificate of Achievement for Excellence in Financial Reporting (CAFR) Program is designed to recognize and encourage excellence in financial reporting by state and local governments. A college's effort and dedication to achieve such a distinction is an indicator of quality in financial reporting. The college did receive the Government Finance Officers Association (GFOA) financial statement award for the years reviewed. Adoption of Governmental Accounting Standards Board (GASB) statements number 34 and 35 on higher education reporting presentation now requires the inclusion of a management discussion and analysis in the external audit. This new reporting requirement was effective with the fiscal year 2003 audit and compliments GFOA reporting.

Recommendation: None.

Part B: College Budget.

The college budgets for fiscal years 2008 through 2012 were reviewed. For each year reviewed, the budgets were submitted by the due date. The budgets were published in the prescribed format. The budget hearing appears to have been properly advertised for each year reviewed. Each year's budget was adopted by the September 30 due date.

The Government Finance Officers Association's (GFOA) Distinguished Budget Presentation Award is designed to encourage governments to prepare budget documents of the highest quality to meet the needs of decision makers and citizens. A college's effort and dedication to achieve such a distinction is an indicator of quality in budgetary reporting. The college did receive the Government Finance Officers Association budget award starting in fiscal year 2011.

Recommendation: None.

Part C: Published Financial Statements.

The published financial statements for fiscal years 2008 through 2012 were reviewed. All fiscal years reviewed were submitted by the December due date. All years reviewed were published by the required November 15 publication date and in the required format.

Recommendation: None.

Part D: Tax Levy

The tax levies from 2008 through 2012 were reviewed. All years reviewed

contained the proper filings and were all done by the required dates. For the years reviewed the Certificate of Tax Levy was submitted to the ICCB by the due date.

Recommendation: None.

Part E: Bidding and Awarding of Contracts.

During ICCB's October 28th – 29th visit on campus, Board minutes from the previous two years and vendor registers and payments were examined to determine the college's compliance with state level and local bidding and awarding of contract requirements and policies. A small sample of actual bid files were selected and examined for completeness, accuracy, and to verify the process is working as intended. Actual bids were reviewed and cross checked to the bid tabulation sheets and vendor payments on the contract were compared to the Board approved contract amount. The Board agenda item is detailed and provides a summary of the bids received to keep the Board informed on the results of the bid process and to substantiate their recommendation/decision on each contract awarded. The college noted no non compliance issues pertaining to their bidding and awarding of contract practices in their self study. IVCC Board approved bid thresholds remain at \$10,000 (\$25,000 for repairs, renovations, or construction) even though state statute allows higher thresholds at \$25,000 (\$50,000 for repairs, renovations, or construction). No exceptions were noted during the period reviewed and for the vendor information reviewed.

Recommendation: None.

3d. Facilities.

Part A: Approval of Construction Projects.

ICCB Rule 1501.602 "Approval of Capital Projects" requires prior ICCB approval of any project (regardless of funding source) resulting in a room use change (i.e., but not limited to, classroom to office, office to storage, storage to study space, etc.) or creation of additional gross square feet with estimated costs to complete of \$250,000 or more and not meeting the definition of a maintenance project. The college's self study did not identify any remodeling, renovation, or new construction projects which were not properly submitted in advance for ICCB approval. An ICCB review of projects over the last 10 years identified two locally funded project approvals requested, other than protection, health, and safety projects which are discussed in the next section, by the college for new construction or remodeling. This seems to indicate the college does know which projects require ICCB approval and submits the appropriate application submission.

ICCB rules require the college to complete statements of final costs on each approved project (regardless of funding source). There have been seventeen projects reported as completed since fiscal year 2010. A statement of final cost/completion had been submitted for all of those projects. ICCB Rule 1501.607

requires the college to seek ICCB approval of a revised budget if revised budget estimates to complete would exceed the original approved budget by five percent or more. Of the seventeen statements of final cost/completion submitted, two exceeded the ICCB approved budget by more than five percent. The college has shown improvement since they were cited for this weakness in processes and procedures in their last recognition report (September 2009).

ICCB Rule 1501.602c requires an updated Facilities Master Plan (FMP) be filed with future ICCB recognition self study reports. This rule is in place to ensure an updated Facilities Master Plan is prepared and available for district use and to be submitted to the ICCB once each five years. The district submitted a September 2011 FMP to the ICCB in September 2011. The facilities master plan provides an intermediate to long-term road map (depending upon the length of the plan) for construction and remodeling needs on campus and to the extent no unexpected projects arise, it can serve as a reminder of projects that require ICCB approval.

Advisory (Quality) Recommendations: It is recommended the college 1) examine circumstances surrounding the two projects exceeding the ICCB approved project budgets, 2) ensure internal processes and procedures facilitate college staff identifying such scenarios, and 3) seek ICCB prior approval when a project's cost are going to exceed the ICCB approved budget by five percent or more.

College Response: The Vice President for Business Services and Finance must approve all additional work or expenditures for a construction project in advance of the work being performed or monies committed. The project is evaluated at that time to determine if the change order will increase the cost of the project by five percent or more. If the cost increases by more than five percent, the board of trustees and ICCB must give their approvals before any work is performed or monies committed.

Part B: Protection, Health, or Safety Projects.

The college has obtained ICCB approval for various Protection, Health and Safety (PHS) projects financed with tax levy funds. The college has requested approval of such projects in a timely and accurate fashion, submitted progress reports to the ICCB on current projects, and has submitted final completion reports as PHS projects are finished.

Recommendation: None.

Part C: Facilities Data Submissions.

F3, F6, B3 R3 records.

The college's self study did not identify any reporting problems. The fiscal year 2009 through 2013 submissions (collected in subsequent fiscal year) were generally made on or very near the September 1st due date. During ICCB's review

of the facility data (F3, F6, B3, & R3 records) submissions, no notable reporting discrepancies between B3 & R3 records were identified and there were explanations for any changes in reported space.

Recommendation: None.

Square footage of planned construction and owned land

The college's self study did not identify any reporting problems. The fiscal year 2009 through 2013 submissions were reviewed. The submissions were made on or before the due date with the exception of one year when the submission was nine days late. For the period examined, there was only one reduction in owned acreage occurring with the July 1, 2011 (fiscal year 2012) data when 19 acres were removed. College staff indicated this should have been reflected as a reclassification of acreage rather than a reduction of owned acreage. This resulted in an understatement of owned acreage in the ICCB Data and Characteristics Manual for two years. While shifts between the classifications of total owned acreage may occur due to various reasons, the total owned acreage should not change unless new property is acquired or existing property is sold. During the five year period, the college did report estimates of gross square footage for their state funded Community Technology Center building which was planned and/or under construction at July 1, 2010 (fiscal year 2011) through July 1, 2012 (fiscal year 2013), respectively, and just recently opened in calendar year 2013. Once the projects are completed, the space should no longer be reported on the planned construction report but rather be reported in the F3, F6, B3, and R3 data submission. This is the appropriate way to report such construction.

Advisory (Quality) Recommendation: It is recommended that college staff responsible for the accuracy of these data carefully compare current year submissions to prior year submissions which can be found in table V-1 of the ICCB Data and Characteristics Manual (ICCB DCM), to ensure accuracy of the college data being submitted and subsequently published in the ICCB DCM.

College Response: College staff will verify acreage and square footage from previous reports and investigate any variances in current year reporting. Now that the Community Technology Center and East Campus renovations are complete, those footages will be moved from "planned" to "completed."

Project status reports

The fiscal year 2008 through 2013 submissions were reviewed. This report was submitted each year to show the relative progress toward completion on each ICCB approved project. All reports were submitted in a timely and accurate manner.

Recommendation: None.

RAMP

The submissions due in fiscal years 2010 through 2014 were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Recommendation: None.

S6/S7

The fiscal year 2008 through 2012 submissions were reviewed. All years reviewed were submitted on or before the due dates. The S6/S7 data are used in conjunction with the facility data (F3, F6, B3, & R3 records) to calculate room utilization as reflected in the C14 report. Facility, building, and room identifiers used in the S6/S7 reporting should be the same as those used in the facilities data (F3, F6, B3, & R3) reporting. The C14 report (Utilization for Classroom Facilities and Laboratory Facilities) does reflect utilization rates for the years examined. This is a good indication that the location codes used in the S6 and S7 submissions are the same as the facility, building, and room identifier codes used in the facilities data reported (F3, F6, B3, & R3 records)

Recommendation: None.

3e. Uniform Financial Reporting System (UFRS).

The fiscal year 2008 through 2012 submissions were reviewed. The college has submitted their Uniform Financial Reporting Submissions in a timely and accurate manner. All the audit/UFRS reconciliations reviewed were submitted by the October 15th due dates. The college's balance sheet data for each year reviewed was in balance which, while not the only indicator of quality, is a good indication that the data are accurate and final.

Recommendation: None.

4. ACCOUNTABILITY

4a. General Reporting Requirements.

The latest five years of Illinois Community College Board (ICCB) data submissions by Illinois Valley Community College were reviewed - generally this includes fiscal years 2010 through 2014 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date on which a submission is finalized, not the date the original submission is received.

ICCB data timeliness and accuracy are becoming increasingly important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB

submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. The potential for IPEDS federal fines totals \$220,000 per institution in the event that fall, winter and spring submissions are not locked by colleges by their respective due dates. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Illinois Valley Community College officials have been successful in meeting federal submission time lines over the past five fiscal years. Over the last five years, Illinois Valley Community College officials have met ICCB deadlines for many submissions. Overall, Illinois Valley Community College's final data submissions have been accurate and complete.

Part A: Student Data Reporting

The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions have not contained any critical errors in four of the five years reviewed. Illinois Valley Community College's A1 submission has met the deadline in none of the last five fiscal years; the fiscal year 2014 submission was finalized about one month late, the fiscal year 2013 submission was finalized eight weeks late, the fiscal year 2012 submission was finalized one day late, the fiscal year 2011 submission was finalized about one and one-half weeks late, and the fiscal year 2010 submission was finalized two days past the reporting deadline. The submissions took between five and ten submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in four out of the five years reviewed. Coverage of the Entry Intent and Current Intent variables has also been excellent over the five years reviewed with fewer than three percent of records being unknown in any of the years reviewed for either variable. Improvement in coverage of Highest Degree Previously Earned is noted as the proportion of unknown records has decreased each year for four years with a slight increase in the latest year. While the proportion of records with unknown High School Rank has decreased slightly each year during the five years studied, coverage of this variable is an area for further improvement in future submissions as the proportion remains greater than sixty percent. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies in each of the five years reviewed.

Annual Student Identification (ID) data have been finalized prior to the reporting deadline in four of the last five fiscal years; the fiscal year 2013 submission was finalized about three weeks past the reporting deadline.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Illinois Valley Community College has met the reporting deadline in four of the four years reviewed. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Fall Enrollment (E1)** data submission's timeliness has met the reporting deadline in three of the past five years; the fiscal year 2013 submission was finalized one week late, and the fiscal year 2012 submission was finalized about two and one-half weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to four during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Timeliness for the **Fall Enrollment Survey** has been good with two out of five submissions meeting the reporting deadline; the late submissions ranged from one to sixteen days after the reporting deadline. There has been consistency between the Fall Enrollment Survey and the E1 submission in each of the five years reviewed as there were no headcount discrepancies.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Illinois Valley Community College data submissions met the reporting deadline in each of the last five fiscal years. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age has been excellent in the five years reviewed with less than one percent of records having unknown age in the latest two submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Illinois Valley Community College has met the reporting deadline in the two years reviewed. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and support the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2010 submission was about three weeks late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges

with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Winter Quarter/Spring Semester Term Enrollment Survey** has been submitted on time in four of the past five fiscal years with the fiscal year 2010 submission being finalized one week past the reporting deadline.

The final **Career and Technical Education Follow-up Study (FS)** submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2011 submission was finalized eight weeks past the reporting deadline. There was a critical error in two of the five submissions reviewed. Improvement is noted in the response rate in the latest two submissions. The response rate was above the ICCB minimum standard in two of the five submissions reviewed: 2012 (51.61 percent) and 2013 (100.00 percent).

Part B: Faculty/Staff Data Submission.

The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in one of the past five fiscal years, ranging from one week to four months past the deadline. The number of submissions required to finalize these data ranged from three to eight. The **Faculty, Staff and Salary (C2)** electronic data submission met the reporting deadline in one of the past five fiscal years, ranging from two days to four months late. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in one of the past five fiscal years.

The **Annual Faculty, Staff and Salary (C3)** data submission began in fiscal year 2010. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Illinois Valley Community College met the submission deadline in zero of the two years reviewed; the fiscal year 2013 submission was three days late, and the fiscal year 2012 submission was finalized ten days past the reporting deadline. The number of submissions needed to finalize the data was two. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan** survey submissions began in fiscal year 2011. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Illinois Valley Community College met the reporting deadline in the year reviewed

for all three surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341 and 096-1286.

Part C: Other Submissions.

The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

The **Program Review Report** was submitted on time in each of the past five fiscal years. Each report included the five year program review listing.

Advisory (Quality) Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Illinois Valley Community College. Focused efforts are recommended to improve the timeliness of many submissions, including the *Annual Enrollment and Completion Data (A1)* submission, *Fall Enrollment (E1)*, and *Faculty, Staff and Salary (C1/C2)* and the *Faculty, Staff and Salary Supplementary Information* survey submissions.

4b. Program Review/Results.

Based on a review of the college's self study and program review submissions over the last five years, staff identified the following possible discrepancies between the college's program review schedule and summaries submitted to ICCB:

The following programs were not included in the college's Program Review submission:

Fiscal Year 2011 Program Review

- TECH 0115 (14 credit hours) Psychiatric Rehabilitation Certificate – approved 09/10/2001

Fiscal Year 2012 Program Review

- TECH 0108 (24 credit hours) Computer A+ Certificate – approved 01/12/2001

The college meets the minimum requirements of need, cost and quality for evaluating their instructional programs. The college evaluates all instructional, student and academic support, and administrative services as a part of their existing program review cycle.

Compliance Recommendation: In order to be in compliance, the college should include TECH 0115 and TECH 0108 program information in the next Program Review submission and submit the appropriate paperwork to ICCB to inactivate the curricula. ICCB verified with IVCC staff that the programs

were inadvertently left out of their subsequent Program Review submissions. The college indicates while the programs had not been actively offered during this time period or had been concluded due to a contract offering, they had not been placed on Inactive status with ICCB.

College Response: As noted the two programs indicated are no longer offered. The AVP for Academic Affairs has since submitted the paperwork with ICCB and the programs are both listed as "Inactive" in the ICCB Master File. The program will be noted in the fiscal year 2015 ICCB Program Review