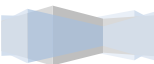




Richland Community College
Self-Study for
Illinois Community College Board
Recognition
Spring 2010



Standard: *Instruction*

1a. Degrees and Certificates:

Compliance

- a) The College awards associate degrees and certificates in accordance with units of instruction approved by the ICCB.

Items to Be Evaluated: College Catalog; ICCB Curriculum Master File; optional—Student Transcripts

Procedure: The College published catalogs with programs that were consistent with approved degree and certificate programs. Catalogs were reviewed to ensure that published programs were consistent with approved programs. An ICCB Curriculum Master File is maintained by the College through its administrative information system. The College reviewed a random selection of 25 transcripts for each of the years FY06 – FY10. The transcripts were then audited to ensure that the coursework used to award degrees and certificates was consistent with the approved curriculum for those degrees and certificates.

Findings: A review of the catalogs against the ICCB Curriculum Master File reveals that all published programs were consistent with approved programs. As curricula were changed or revised, the next published catalog was updated to reflect these changes. A review of the randomly selected transcripts reveals consistency in the accurate awarding of degrees and certificates. Some transcripts over the cumulative audit were inconsistent with published curricula guides.

Actions: A review for transcripts that are inconsistent with published programs will continue to assure that any application of a course or program substitution is reflected in the student’s individual academic record. Consistent with the College’s procedure, all course and program substitutions must be signed by the appropriate Dean and on file in the Student Records Office.

- b) All degrees and certificates will meet credit hour ranges and general education requirements for new programs.

Items to Be Evaluated: College Catalog; ICCB Curriculum Master File; optional—Student Transcripts

Procedure: The College reviewed the College Catalog, ICCB Curriculum Master File, IAI Submissions and approved coursework to ensure that all listed courses for the general education program requirements were consistent and appropriate.

Findings: The results of the review indicate that all courses used in degree programs are consistent and appropriate for approved degrees and certificate. All general education courses used in the transfer programs (Associate in Arts, Associate in Science, Associate in Fine Arts, Associate of Engineering Science, and Associate of Art in Teaching) have been approved by IAI panels. All degree programs require a minimum number of courses within a general education group that range from 3-11 hours.



Courses used in the Associate in Applied Science degrees are duly noted and appropriate to the degree. All AAS degrees require a minimum of 15 hours of general education requirements.

Actions: The College will continue to monitor.

- c) 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.

Items to Be Evaluated: College Catalog; ICCB Curriculum Master File; optional—Student Transcripts

Procedure: The College reviewed the Catalog, ICCB Curriculum Master File, and select student records.

Findings: No students have been enrolled in programs that the College has suspended or deleted. All programs that fall into this category have been submitted to ICCB to be designated inactive or withdrawn on the Curriculum Master File.

Actions: No action is needed at this time.

1b. Articulation:

Compliance

- a) The District's AA, AS, AFA, AES, and AAT degree requirements allow only courses that have been articulated for transfer.

Items to Be Evaluated: College degree requirements and procedures; College Catalog; Articulation documentation.

Procedure: The College reviewed the College Catalog, ICCB Curriculum Master File, IAI Submissions and Form 13s to ensure that all listed courses for the general education program requirements were appropriate and satisfied articulation requirements.

Findings: The College continues to submit Form 13s for all 1.1 courses. These are generally sent to 8 schools for articulation requests. In addition, courses that may have a 1.2 designation but are generally courses that may apply to transfer are also submitted for articulation. These courses are submitted through the Office of the Vice President of Student and Academic Services. In addition, all courses, as appropriate, are submitted to appropriate IAI panels in order to establish transferability. Courses for IAI approval are submitted through the Transfer Coordinator (the Dean of Enrollment Services), the designated representative. These processes have yielded a consistent transfer curriculum that is well documented.

Actions: No action is needed at this time.

Quality

- a) The College has adopted the general education core for its baccalaureate/transfer degrees.



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

Items to Be Evaluated: College degree requirements and procedures; College Catalog; Articulation documentation

Procedure: The College reviewed the College Catalog, documented articulations, and IAI Submissions to ensure that all listed courses for the general education program and for major recommendations were consist and appropriate.

Findings: The College only uses approved IAI courses within the general education core for its baccalaureate/transfer program. As new courses are developed, consideration is given to whether the course would be an appropriate course for general education; the process to have the course approved is then initiated. The College also has developed a set of recommendations for its baccalaureate/transfer majors that is published in the Catalog. These recommendations were developed by the Divisions in which they fall in consultation with the discipline faculty as those who work directly in the transfer articulation process. In addition, the College continues to submit courses that match the major recommendations set by IAI.

Actions: The College will continue to develop courses that match the recommendations listed in both general education and majors as recommended by IAI.

1c. Dual Credit:

Compliance

- a) State Laws and Regulations and Accreditation Standards: College conforms to all state laws and regulations and accreditation standards.

Items to Be Evaluated: College Dual Credit Policies, College Faculty Records/ICCB Faculty Records; College Student Records; Articulation Agreements/Program Assignment of Courses; Course Outlines/Syllabi; SU/SR; College Self-study.

Procedure: The College has reviewed its Dual Credit Procedures, Faculty Records, Students Records, Articulation Agreements, Course Agreements and other relevant agreements.

Findings: The College is consistent in its administration of dual credit opportunities. The College uses its admission criteria as stated in Board Policy for the admission of dual credit students. Two courses were identified that had no clear procedure for placement for the Decatur Area Technical Academy. In addition, a small number of faculty (3) had not completed the entire HR process for the College. These faculty taught several years ago and are no longer at the College, nor are they still in the area to complete the process.

Actions: The College will continue to review this process and correct any inconsistencies.

- b) Instructors: Faculty hold required credentials.



Items to Be Evaluated: College Faculty Records/staff records/ICCB Faculty Records

Procedure: The College reviewed the personnel files of faculty who were assigned to teaching dual credit courses.

Findings: A small number of faculty (3) over the review period had not completed the entire HR process for the College. These faculty taught several years ago and are no longer at the College, nor are they still in the area to complete the process.

Actions: There is no further action needed at this point; all current faculty have completed the HR process and all files are complete, save the three (3) mentioned above.

c) **Qualification of Students:** 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.

Items to Be Evaluated: Self-study; College Student Records; Dual Credit Policies; Articulation Agreements

Procedure: The College reviewed a random selection of 25 student records for each of the years FY06 – FY10. In the review, the College looked for compliance with admission standards that appropriate documentation (application, transcript, parent approval form, principal approval form) was received confirming course selection consistent with high school personnel approval, and that appropriate parental approvals were also received.

Findings: The results showed that most of the students' information had been received and processed by the Student Records Office. There were sporadic documents missing (primarily a copy of a high school transcript) in FA06 – 09, but no documents were shown to be missing in FY10.

Actions: Any students with incomplete files will be completed.

d) **Placement Testing and Prerequisites:** Students satisfied course placement tests or prerequisites.

Items to Be Evaluated: Self-Study; Student Transcripts; Dual Credit Policies

Procedure: The College reviewed a random selection of 25 student records for each of the years FY06 – FY10. The transcripts were then audited to ensure that the coursework in which students enrolled were appropriate.

Findings: An audit revealed that students were placed in appropriate courses and satisfied the prerequisites. There were two courses that indicate a need to address the prerequisite.

Actions: The courses, agreements and screening are being reviewed for accuracy and will be adjusted to be accurate and consistent.

e) **Course Offerings:** Courses meet course type requirements for dual credit as specified.



Items to Be Evaluated: Course Schedules; IAI Records; College Catalogs

Procedure: Courses were reviewed to ensure that they are the types of courses appropriate for dual credit offerings.

Findings: All courses offered for dual credit are either IAI-approved courses or courses within the first year of an applied science degree.

Actions: No action is needed at this time.

f) Course Requirements: Courses meet requirements as specified.

Items to Be Evaluated: Course Schedules; IAI Records; College Catalogs

Procedure: Dual credit courses were reviewed (according to the College's schedule, catalog, and IAI records) to ensure that they meet the appropriate time and duration as needed and as consistent with those courses offered to other Richland students.

Findings: All courses are consistently offered at appropriate times. In addition, as courses are set up, a master syllabus from the campus and a faculty member in the discipline assist dual credit instructors in development of the class so that objectives, outcomes, and delivery are consistent with other course offerings.

Actions: No action is needed at this time.

g) Concurrent Credit: Proper documentation of college/school policies and practices exists and is being followed.

Items to Be Evaluated: College Dual Credit Policies; Articulation Agreements/Program Assignment of Courses

Procedure: The College reviewed a random selection of 25 student records for each of the years FY06 – FY10. In the review, the College looked for compliance with admission standards that appropriate documentation (application, transcript, principal approval form) to assign credit as appropriate.

Findings: The audit showed that students had a principal approval form on file for each student. There were a small number of cases over the cumulative audit that showed a missing semester principal approval form.

Actions: There were approximately 7 such cases. None of the cases were from the current year, and the cases will be reviewed to ensure that credit was assigned appropriately.



1d. Assessment Plans:

Compliance

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

Items to Be Evaluated: College Policies; Program Review Reports; College Catalogs; Applications for New Programs; College Self-Study; College Instructional Program Assessment Policies

Procedure/Findings: Utilizing the program review schedule published by the ICCB and the program review process initiated by the College, deans and faculty regularly review program components to assure that graduates meet employment needs and certification requirements. Internships and work practicums in place for Career and Technical Education programs are used to assess student skills.

Actions: As new programs are developed, additional strategies will be introduced to assess student learning. The Outcomes Assessment Taskforce is also creating a process to evaluate cross-disciplinary outcomes for all degree-seeking students.

1e. Faculty Qualifications/Policies

Compliance:

- a) Faculty preparation is in accordance with ICCB rule.

Items to Be Evaluated: ICCB Faculty and Staff records; College records

Procedure/Findings: Faculty files include official transcripts and training records as proof of academic preparation and industry training.

Actions: None.

Quality:

- a) College has a staffed Faculty Development Center where faculty can receive professional development such as hands-on technology and pedagogy.

Items to Be Evaluated: Self-Study; Faculty/Staff Handbooks

Procedure/Findings: The Online Learning Center offers extensive faculty training to integrate technology into all classes, not just online classes. All faculty teaching online sections in FY2009 have completed training. In addition, a formal training program for new adjunct faculty was implemented in Fall 2009.

Actions: Training will continue.



Standard: *Student Support Services/Academic Support*

2a. Student Services/Academic Support:

Compliance

- a) Advising and Counseling: College has a comprehensive and organized program of academic advising and career counseling.

Items to Be Evaluated: College Catalog/Other Publications; Local Board Policy Manual; Student Handbook; College Program Review Reports; College Website

Procedure: The College reviewed its published documents (Board Policy Manual, student schedule, Catalog, Student Handbook, and website) to ensure that all relevant information on the availability of counseling and advising services including career counseling was easily accessible and well published.

Findings: The College employs a comprehensive counseling and advising system that is well formed. This system is reflected in the College Catalog, website, and other publications. The Board Policy Manual reflects these staff as part of the organization of the College and that these services will be offered. The Board Policy Manual defines counselors as part of the faculty and references other support staff as part of the College's organization. In addition, the College recently reorganized (September 2009) to align advising, counseling, career services and student success all under one area (now Student Development).

Actions: No action is needed at this time.

- b) Financial Aid: College provides a financial aid program which provides students with information about and access to available financial support.

Items to Be Evaluated: College Catalog/Other Publications; Local Board Policy Manual; Student Handbook; College Program Review Reports; College Website

Procedure: The College reviewed its published documents (Board Policy Manual, student schedule, Catalog, Student Handbook, and website) to ensure that all relevant information on the availability of financial aid programs and other scholarship and application aid programs was easily accessible and well published.

Findings: The College publishes information on available aid in all relevant places listed above. In addition, the College makes direct contact with students who applied in the previous year. Further, the College operates the Financial Aid Office in conjunction with the other Student Service Offices so as to offer the maximum availability of time to access student aid information.

Actions: No action is needed at this time.

- c) Placement: College provides job placement services for students.



Items to Be Evaluated: College Catalog/Other Publications; Local Board Policy Manual; Student Handbook; College Program Review Reports; College Website

Procedure: The College reviewed its published documents (Board Policy Manual, student schedule, Catalog, Student Handbook, and website) to ensure that all relevant information on the availability of job placement services was easily accessible and well published.

Findings: The College operates a highly visible Career Center which assists students with job placement services as one of its primary functions. The Career Center is located within the Student Services primary office and is clearly visible. The College publishes information on available aid in all relevant places listed above. The College operates the Career Center in conjunction with the other Student Service Offices so as to offer the maximum availability of time to access student aid information.

Actions: No action is needed at this time.

Quality

- a) Student Services/Academic Support facilities are easily accessible to students.
- b) Services are available at hours/days convenient for students (evenings, weekends).

Items to Be Evaluated: College Catalog/Other Publications; Local Board Policy Manual; Student Handbook; College Program Review Reports; College Website

Procedure: The College reviewed its published documents (Board Policy Manual, student schedule, Catalog, Student Handbook, and website) to ensure that all relevant information on the availability of Student Services/Academic Support services was easily accessible and well published.

Findings: The College operates highly visible services for students. The hours are posted on the website, in the Student Services Center and on published materials. The primary Student Service Office is open from 8 a.m. – 7 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Fridays. Departments within the area include Counseling and Advising, Career Services, Student Success, Student Records, Financial Aid and Veteran Affairs, Admissions and Recruitment, and the Business Office for payments. In addition, during peak hours in the fall and spring, the Student Services Office is open extended hours and on Saturdays in order to accommodate increased student demand.

Actions: No action is needed at this time.



Standard: *Finances/Facilities*

3a. Credit Hour Claim Verification

Compliance

- a) Agreement between district's state grant claim (SU and SR) records and information provided on certified mid-term class lists.

Items to be Evaluated: ICCB Credit Hour Claim Printouts (SU and SR Records); Midterm Class Lists; Residency Classification; Documented Processes; Review of Most Recent Residency Verification Process (due each year)

Procedure: 10 sections each from Fall 2008 and Spring 2009 along with 5 sections from Summer 2008 were examined to verify that the number of students certified as attending by the faculty member were claimed as attending in the SU or SR record. A review of the programs that check for repeats was also conducted to make sure they are functioning as needed.

Findings: All sections were reported correctly.

Actions: No actions need to take place currently.

- b) Documented and verifiable process for determining residency.

Items to be Evaluated: ICCB Credit Hour Claim Printouts (SU and SR Records); Midterm Class Lists; Residency Classification; Documented Processes; Review of Most Recent Residency Verification Process (due each year)

Procedure: The process of recording the district number for students was reviewed.

Findings: The process was found to be outdated and in need of adjustment for those students who enrolled in online courses. Often students were asked to come to campus to verify residency when it was not completely necessary.

Actions: A review of the process in the Summer 2010 will adjust the procedures for collecting this information, making it more accurate and more convenient for the students.

Quality

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

Items to be Evaluated: ICCB Credit Hour Claim Printouts (SU and SR Records); Midterm Class Lists; Residency Classification; Documented Processes; Review of Most Recent Residency Verification Process (due each year)

3b. Financial Planning



Compliance

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

Items to Be Evaluated: Annual Budgets; External Audits; Uniform Financial Statements; Board Minutes; Strategic Planning Documents; District Financial Records; Facilities Master Plan; Uniform Financial Reporting System Data; Long-Range Financial Planning Model

Procedure/ Findings: 5-year Financial Projections, Annual Budgets, External Audits, Uniform Financial Statements, Board Minutes, Strategic Plan, District Financial Records, Facilities Master Plan, Uniform Financial Reporting System Data were reviewed.

Financial Projections are presented to the Board. Found compliance with separate Board resolutions for transfer of working cash interest. Compliance found with working cash principal rules.

Actions: None at this time.

Quality

- a) Trends in past and current operating balances compared to peer group averages.
- b) Magnitudes and trends in indebtedness compared to peer group averages.
- c) Review and integration of long-range financial plans into overall college mission.
- d) Review and integration of facilities master plan into overall college mission and strategic planning process.
- e) All College departments are included in the financial planning and accountability process.
- f) Board received report on financial conditions of the institution no less than once every three months.

Items to Be Evaluated: Annual Budgets; External Audits; Uniform Financial Statements; Board Minutes; Strategic Planning Documents; District Financial Records; Facilities Master Plan; Uniform Financial Reporting System Data; Long-Range Financial Planning Model

Procedure/Findings: The Annual Budget is created with input from all departments with the intention to support specific priorities identified in the Strategic Plan. The Master Facilities Plan is reviewed on a regular basis with Strategic Plan and RAMP. The Board of Trustees receives financial position reports monthly.

Actions: None.

3c. Financial Compliance

Part A: Annual External Audit

Compliance

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



| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|-----------------|---------|----------|----------|----------|-------------------------------|
| Audit Completed | 11/4/05 | 11/20/06 | 10/15/07 | 10/15/08 | 11/9/09 Extension Approved |

Items to Be Reviewed: External Audits; Board Policies; Optional: Local Financial Statements; Local Board Minutes; Audit Management Letter

Procedure/ Findings: Submission dates of Annual Audits were reviewed and found in compliance.

Actions: None at this time.

Quality

- a) Recipient of GFOA financial statement award.
- b) Process and procedures in place to ensure accurate financial data are available.
- c) Audit management letter has no (or few) recommendations.
- d) Controls in place to safeguard revenues and assets.
- e) Timely and appropriate action to correct audit findings.

Findings:

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|--|------|------|------|------|------|
| Recipient of GFOA Financial Statement Award | N/A | N/A | Yes | N/A | N/A |
| Audit management had no (or few) recommendations | Yes | Yes | Yes | Yes | N/A |

Part B: College Budget

Compliance

- a) Adopted by due date.
- b) Budget hearing appropriately advertised.

Items to Be Reviewed: Board Minutes; Annual Budget-State Format; Annual Budget—Local Format; Certification of Publication of Budget Hearing

Procedure/ Findings: Review of files indicates that Budgets were properly advertised and adopted by due date.

Actions: None.

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---------|---------|--------|---------|---------|
| Budget adopted by Due Date | 7/25/05 | 7/27/06 | 7/8/07 | 6/18/08 | 8/28/09 |
| Budget Hearing Appropriately Advertised | Yes | Yes | Yes | Yes | Yes |

Quality

- a) Recipient of GFOA budget award.



Findings:

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|
| Recipient of GFOA Budget Award | Yes | Yes | Yes | Yes | Yes |

Part C: Published Financial Statements

Compliance

- a) Published by due date
- b) Published in prescribed format

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|-------------|-------------|-------------|-------------|-------------|
| Financial Statements Published by Due Date | Yes | Yes | Yes | Yes | Yes |
| Financial Statements Published in prescribed format | Yes | Yes | Yes | Yes | Yes |

Items to Be Reviewed: Published Financial Report; Certification of publication

Procedure/ Findings: Review of files indicates that Financial Statements were published by Due Dates in prescribed format.

Actions: None taken.

Part D: Tax Levy

Compliance

- a) Filed by the due date(s).
- b) Performed required publication notices.

Items to Be Evaluated: Tax Levy Certificate; Certificate(s) of Publication (if applicable)

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|-------------|-------------|-------------|-------------|-------------|
| Tax Levy filed by due date(s) | Yes | Yes | Yes | Yes | Yes |
| Tax Levy—performed required publication notices | Yes | Yes | Yes | Yes | Yes |

Part E: Bidding and Awarding of Contracts

Compliance

- a) District follows architect selection process.

Items to be Evaluated: Board Documents (agendas and minutes); Architect and/or Contractor Contracts; Quality-Based Architect Selection Documentation

Procedure/ Findings: Review of files indicates Tax Levy was filed by due date after proper notification.

Actions: None.



b) District advertises bid specifications and requirements.

Items to be Evaluated: Board Documents (agendas and minutes); Architect and/or Contractor Contracts; Quality-Based Architect Selection Documentation

Procedure/Findings: Review of documents shows bid specifications and requirements were advertised as required.

Actions: None.

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

Items to be Evaluated: Board Documents (agendas and minutes); Architect and/or Contractor Contracts; Quality-Based Architect Selection Documentation

Procedure/Findings: Review of documents shows no unfair contracts.

Actions: None

3d: Facilities:

Part A: Approval of Construction Projects

Compliance

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

Items to Be Evaluated: ICCB Capital Projects Records; District Construction Projects Files; Board Minutes; District Financial Records; Campus Facilities; Facilities Master Plan

Procedure/Findings: All projects were reviewed prior to construction.

Actions: None.

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

Items to Be Evaluated: ICCB Capital Projects Records; District Construction Projects Files; Board Minutes; District Financial Records; Campus Facilities; Facilities Master Plan

Procedure/Findings: A review of documents shows that a Facilities Master Plan is in place to support requested projects. The Facilities Master Plan is reviewed annually by Board of Trustees.

Actions: None.

Quality

a) Existence of a long-range capital plan including deferred maintenance needs.



- b) Periodic review of adequacy of long-range capital plan by College management and local Board of Trustees.

Items to Be Evaluated: ICCB Capital Projects Records; District Construction Projects Files; Board Minutes; District Financial Records; Campus Facilities; Facilities Master Plan

Procedure/Findings: A review of fiscal records shows that PH&S monies were expended on approved projects only.

Actions: None.

Part B: Protection, Health, or Safety Projects

Compliance

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

Items to Be Evaluated: District Financial Records; District Audits; District Project Files and Records; District Protection, Health, and Safety Levy

Procedure/ Findings: A review of fiscal records shows that PH&S monies were expended on approved projects only.

Actions: None.

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

Items to Be Evaluated: District Financial Records; District Audits; District Project Files and Records; District Protection, Health, and Safety Levy

Procedure/ Findings: A review of fiscal records shows that PH&S monies spent did not exceed the total of the approved projects.

Actions: None.

Quality

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

Items to Be Evaluated: District Financial Records; District Audits; District Project Files and Records; District Protection, Health, and Safety Levy

Procedure/ Findings: A review of fiscal records shows that PH&S monies are accounted for in a project accounting system allowing for identification of excess in O&M Restricted Funds.

Actions: None.



Standard 4: *Accountability*

4a. General Reporting Requirements

Compliance

- a) Data submissions/reports have been received on time.
- b) Data submissions are completed accurately and in the required format.
- c) Data in different submissions are consistent.

Quality

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

Part A. Student Data Reporting

Compliance

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---------|----------|----------|----------|-----------------|
| Noncredit Course Enrollment Data (NI) | 7/6/05 | 7/5/06 | 7/12/07 | 7/16/08 | 7/13/09 |
| Annual Enrollment and Completion Data (AI) | 7/25/05 | 8/22/06 | 7/13/07 | 7/30/08 | 7/13/09 |
| Annual Student Identification (ID) | 8/17/08 | 10/4/06 | 7/13/07 | 7/30/08 | 7/14/09 |
| Enrollment surveys | 9/9/08 | 9/5/06 | 9/6/07 | 9/16/08 | 9/14/09 |
| Fall Enrollment Data (EI) | 9/12/08 | 9/7/06 | 9/6/07 | 9/5/08 | 9/1/09 |
| Summer Graduate Reporting for IPEDS GRS | 1/12/06 | 10/17/06 | 11/26/07 | 12/22/08 | 10/30/09 |
| Career and Tech ED Graduate Follow-up (FS) Data | 9/8/06 | 6/7/07 | 5/23/08 | 7/15/09 | N/A Due 5/31/10 |

Procedure and Findings: Data Submissions/reports have been received on time and are completed accurately and in the required field.

Action: None.

Part B. Faculty/Staff Data Submissions

Compliance

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

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|------------------------------------|----------|----------|----------|---------|----------|
| Faculty, Staff, & Salary Data (C1) | 10/21/05 | 2/15/07 | 1/10/08 | 10/9/08 | 10/15/09 |
| Faculty, Staff & Salary Data (C2) | 10/28/05 | 10/17/06 | 10/12/07 | 10/7/08 | 10/29/09 |



Part C. Financial Data Submissions

Compliance/Quality

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

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|----------|----------|----------|----------|----------------------------------|
| Audit | 11/4/05 | 10/20/06 | 10/15/07 | 10/15/08 | 11/9/09 extension approved |
| Audit/Unit Cost Reconciliation | 10/30/05 | 11/1/06 | 10/18/07 | 10/15/08 | 11/30/09 |
| Audit/UFRS Reconciliation | N/A | N/A | N/A | N/A | N/A |
| Budget | 7/25/05 | 7/27/06 | 7/8/07 | 6/18/08 | 8/28/09 |
| Certificate of Charge back | 11/4/05 | 10/20/06 | 10/15/07 | 10/15/08 | 11/9/09 Extension approved |
| Certificate of Publication for Annual Financial Statement | 11/30/05 | 12/20/06 | 12/3/07 | 11/18/08 | 12/17/09 |
| Certificate of Tax Levy | 12/27/05 | 12/21/09 | 12/21/07 | 12/19/08 | 12/18/09 |
| Uniform Financial Reports | 2/27/06 | 10/16/07 | 11/26/07 | 12/17/08 | 10/14/09 |
| Unit Cost | 9/14/05 | 9/7/06 | 9/4/07 | 9/4/08 | 9/1/09 |
| UFRS | 1/23/06 | 1/31/07 | N/A | 1/16/09 | 11/9/09 |

Part D. Facilities Data Submissions

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

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---------|---------|---------|---------|---------|
| Facilities Data | 8/25/05 | 9/14/06 | 7/5/07 | 9/5/08 | 1/25/10 |
| Sq. Footage of Planned Construction and Owned Land (C 1. 1 & C 1/3) | 7/11/08 | N/A | N/A | N/A | 7/31/09 |
| Construction Project Status Report | N/A | N/A | N/A | 1/31/09 | 2/18/10 |
| RAMP (Capital Budget Request) | 6/24/05 | 6/22/06 | 6/22/07 | 7/2/08 | 6/22/09 |
| S6/S7 Data | 2/6/06 | 1/17/07 | 1/16/08 | 1/23/09 | 1/13/10 |

Part E. Other Submissions

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

| Reports/Data | 2006 | 2007 | 2008 | 2009 | 2010 |
|--------------------------------|---------|---------|---------|---------|---------|
| Program Review Report | 8/1/06 | 8/1/07 | 7/31/08 | 7/30/09 | NA |
| Program Review Listing | 8/1/06 | 8/1/07 | 7/31/08 | 7/30/09 | NA |
| Special Initiatives Report | | | | | |
| Underrepresented Groups Report | 1/20/06 | 1/21/07 | 3/17/08 | 4/14/09 | 3/31/10 |

Procedure/Findings: Reports submitted on time.

Actions: None needed.



4b. Program Review/Results

Compliance:

- a) The College’s written process description documents a systematic, college-wide process.
- b) Supporting data used to conduct the review reflect a systematic approach.
- c) The five-year schedule submitted by the College encompasses all instructional, student services, and academic programs over the five-year cycle to demonstrate a college-wide review process.
- d) The College will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designed by ICCB/IBHE.
- e) Criteria of need, quality, and cost as defined by the College will be used in the review of each program.
- f) The College’s program review schedule matches the schedule for occupational program review as designed by the ICCB and will be submitted as part of the College’s annual report.
- g) Reports use the designed format.

NOTE: Subject to revision based on changes in the program review process.

Items to Be Evaluated: Process description; Program Review Reports; Individual Program Reviews; District’s Program Review Schedule

Procedures: Based on the recommendations of a Continuous Improvement Process Team in Spring 2003, a new program review process was implemented. The process has been refined since its implementation, including revisions of the templates for both Career and Technical Education and Academic Programs.

Program reviews are conducted using the following process, although each dean/division head modifies it based on individual program needs.

| | Activity | Person Responsible |
|-------------------------|--|--|
| Fall | Identification of programs for review based on individual program needs and/or ICCB program review cycle | Deans and VP of Student and Academic Services (SAS) |
| November-March March | Data collection and faculty input Decisions about program needs including faculty requirements included in budget development | Deans, VP SAS, and Assistant to VP, SAS Deans, VP SAS, and Director of Budget |
| June | Program information submitted and reviewed; additional information collected | Deans, VP, SAS, Assistant to VP, SAS |



| | | |
|----------|-----------------------|----------------------|
| July | Report compiled | Assistant to VP, SAS |
| August 1 | ICCB report submitted | Assistant to VP, SAS |

The Career and Technical Education Program Review process is supported by 18 internal documents created by a Continuous Improvement Process Team at Richland Community College. The process is completed by the appropriate Dean and faculty for submission to the Office of the Vice President of Student and Academic Services, responsible for compilation and submission to the Illinois Community College Board. All documents are available for review by appropriate stakeholders.

1. Program/Sequence: Objectives
2. Program/Sequence: Outcomes
3. Standardized assessments and assessment plan for outcomes and objectives review
4. Link of Programs/Sequence outcomes and objectives to Dept. outcomes assessment plan
5. Program/Sequence Evaluation: Faculty member
6. Program/Sequence Evaluation: Instructor qualifications
7. Program/Sequence Evaluation: Dean's review
8. Program/Sequence Evaluation: Program need-enrollment
9. Program/Sequence Evaluation: Awards/citations
10. Program/Sequence Evaluation: Student evaluation of program courses
11. Program/Sequence Evaluation: Syllabi for courses in the program/sequence
12. Program/Sequence Evaluation: Program improvements and rationale for improvements
13. Program/Sequence Evaluation: Advisory board member review
14. Program/Sequence Evaluation: Program internships
15. Program/Sequence Evaluation: Graduated student survey
16. Program/Sequence Evaluation: Program evaluation summary worksheet
17. Program/Sequence Evaluation: Program evaluation income and student data
18. Program/Sequence Evaluation: Program Expenditure Form

The Academic Discipline and Cross-Disciplinary Course/Program Review process is supported by 16 internal documents created by the Richland Community College continuous improvement process. Program Reviews are completed by the appropriate Dean and faculty for submission to the Office of the Vice President of Student and Academic Services, responsible for compilation and submission to the Illinois Community College Board.

1. Program/Sequence: Objectives
2. Program/Sequence: Outcomes
3. Program/Sequence: Assessment plan
4. Program/Sequence: Links to Dept. outcomes and assessment plan
5. Program/Sequence: Evaluation by faculty
6. Program/Sequence: Instructor qualifications
7. Program/Sequence: Evaluation by the Dean
8. Program/Sequence: Needs enrollment
9. Program/Sequence: Awards and citations
10. Program/Sequence: Student course evaluations
11. Program/Sequence: Course syllabi
12. Program/Sequence: Program improvements
13. Program/Sequence: Graduated student survey



14. Program/Sequence: Evaluation summary worksheet
15. Program/Sequence: Income and student data
16. Program/Sequence: Expenditure form

Findings: Copies of complete reports are available in the Office of the Vice President of Student and Academic Services and in the College LRC Archives. Processes are updated to meet current requirements for ICCB.

Actions: The College will continue to use the program review process and refine as needed.

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 is 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 occupational program quality, the College takes into consideration occupational skills standards, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development in emerging trends and teaching techniques.
- The College uses input from its business advisory committees to assess program quality and determine if modifications are needed to keep up with changes in the occupation.
- The College takes advantages of regional collaboration to deliver low-need/high cost programs.

NOTE: Subject to revision based on changes in program review process.

Items to Be Evaluated: Program Review Reports; Individual Program Reviews; District's Program Review Schedule

