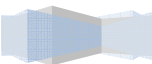


Richland Community College
2014-2015 Recognition Self-Study



One College Park
Decatur, IL 62521
www.richland.edu

Commitment * Respect * Excellence * Accountability * Diversity



Standard 1: *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: Staff conducted reviews of a random sample of programs by comparing Catalogs and Curriculum Master Files for all years included in the Recognition cycle.

Findings: A number of programs identified in the Catalog are not listed separately in the Curriculum Master File:

1. Healthcare documentation Specialist (HIT) 240A - Listed under Medical Office Specialist – Transcription Specialty. This program change was approved after the printing of the Catalog.
2. Several programs were not listed because they are part of a special program with a local company: Lineman Certificate – 2081; Natural Gas Operator Cert – 2082; Polyphase Meter Tech – 2083; Substation Operator Cert – 2084; Power Engineering – 2085.
3. The following programs were associated with programs in the Department of Corrections. The programs were made inactive by DOC and are no longer delivered (Computer Tech I – 4005 and Computer Tech II – 4014). They will need to be inactivated from the master file.

Actions: Corrections internally will be made to address inconsistencies in the printed Catalog and master file and corrected for the next printing of the Catalog.

- 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

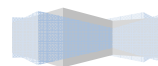
Procedure: Richland staff reviewed the Catalog, ICCB Curriculum Master File, IAI Submissions and approved coursework to ensure that all listed courses for the general education program requirements were consistent and appropriate.

Findings: The results of the review indicate that all courses used in degree programs are consistent and appropriate for approved degrees and certificates. 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 Arts in Teaching) have been approved by IAI panels. All degree programs require a minimum number of courses within a general education group that ranges 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: Richland 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: Richland staff reviewed the Catalog, ICCB Curriculum Master File, and select student records.

Findings: No students have been enrolled in programs that have been 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: Richland reviewed the College Catalog, ICCB Curriculum Master File, IAI submissions and Form 13s to ensure that listed courses for the general education program requirements were appropriate and satisfied articulation requirements.

Findings: Richland continues to submit Form 13s for all 1.1 courses (especially those that are not IAI general education core curriculum eligible). These are generally sent to 8 schools for articulation requests. In addition, courses that have a 1.2 designation but that may apply to transfer are also submitted for articulation. These courses are submitted through the Office of the Vice President of Academic Services. In addition, new or revised courses are submitted to appropriate IAI panels in order to establish transferability. Courses for IAI approval are submitted through the Transfer Coordinator (the Vice President of Student Success), the designated representative. These processes have yielded a consistent transfer curriculum that is well documented.

Actions: Richland will continue to monitor, particularly with emphasis on ensuring that courses are submitted in a timely manner for the IAI 5-Year review as requested and that new courses are submitted via Forms 13s as needed.

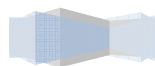
Quality

- a) The College had 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: Richland staff reviewed the College Catalog, documented articulations, and IAI Submissions to ensure that all listed courses for the general education program and those recommended for majors were consistent and appropriate.

Findings: Richland 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 appropriate to meet general education requirements; the process to have the course approved is then initiated. Richland also has developed and published a set of course recommendations



for its baccalaureate/transfer majors. 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, Richland continues to submit courses that match the course recommendations for majors set by IAI.

Actions: Richland 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: Richland has reviewed its Dual Credit Procedures, College Faculty Records, Student Records, Articulation Agreements, Course Agreements and other relevant agreements.

Findings: Richland is consistent in the administration of dual credit opportunities for high school students. Richland uses the admission criteria as stated in College Board Policy for admission of dual credit students. All faculty complete the HR process for Richland.

Actions: Richland will continue to review this process and correct any consistencies.

b) Instructors: Faculty hold required credentials.

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

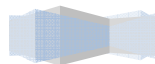
Procedure: HR staff conducted a thorough review of qualification records relating to dual credit instructors. Dual credit instructors include full-time and adjunct faculty employed by Richland Community College and high school faculty teaching through dual credit agreements with Richland Community for college credit.

Findings: Records for all high school dual credit instructors for the last two completed semesters were reviewed. For fall 2103, education and experience records for 11 of 11 these instructors were confirmed on file. In addition, 10 of 11 education transcript requests were returned. For spring 2014, education and experience records for 14 of 14 instructors were confirmed on file. Thirteen of 14 education transcripts were returned.

Records for dual credit instructors directly employed by Richland Community college were reviewed as part of Faculty Qualification Standard 1e. Results are presented there.

Actions: Richland will continue to monitor.

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: Richland staff reviewed a random selection of 25 students for the years FY10-FY14. In the review, the staff looked for compliance with admission standards with appropriate documentation (admission information form, transcript, parent approval form, principal approval form) confirming course selection consistent with high school personnel approval and that appropriate parental approvals are received. The Articulation Agreements are made in cooperation and consultation with high school personnel.

Findings: The results showed the students' information had been received and processed by Richland's Admissions Office. All of the documents were on file with the exception of three high school transcripts from registrations performed one week ago.

Actions: Files for students lacking transcripts will be completed. Richland will continue to monitor the process to assure compliance.

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

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

Procedure: Richland reviewed a random selection of 25 students for the years FY10-FY14. Transcripts were audited to ensure that courses in which the students were enrolled were appropriate.

Findings: The audit revealed most students were placed in appropriate courses and satisfied the prerequisites. However, the prerequisites for courses in Criminal Justice and early Childhood Education have been waived for dual credit students through the Heartland Technical Academy; this precedent was set when the program was established.

Actions: The courses, agreements, and screening process are being reviewed for accuracy and will be adjusted to be accurate and consistent. In addition, the Academic Standards Committee has recently been charged with reviewing the current course prerequisite determination process to regularize the process across divisions; the revised process will be used to assure that appropriate prerequisites have been assigned.

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

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

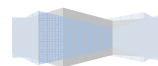
Procedure: All courses were reviewed to ensure they are the types of courses appropriate for dual credit offerings, including courses articulated and approved by the ICCB.

Findings: All courses offered for dual credit are either IAI-approved courses or courses within the first year of an associate in 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 Richland’s schedule, Catalog, and IAI records) to ensure that they meet the appropriate time and duration as needed and are 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 Richland course master syllabus is used by a faculty member in the discipline to assist dual credit instructors in development of the class so that objectives, outcomes, and delivery are consistent with other courses offered.

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: Richland reviewed a random selection of 25 students for the years FY10-FY14. In the review, the College looked for compliance with admission standards along with the appropriate documentation (application, transcript, principal approval form, and parent approval form) to assign credit as appropriate.

Findings: The audit showed all students had a principal approval form and a parent approval form on file. Students enrolled in dual credit courses were in compliance with their high school’s Articulation Agreement.

Actions: No action is needed at this time.

1d. Assessment Plans:

Compliance

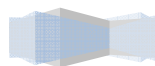
a) College has in place a systematic process to assess student learning in each degree and certificate program it offers.

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

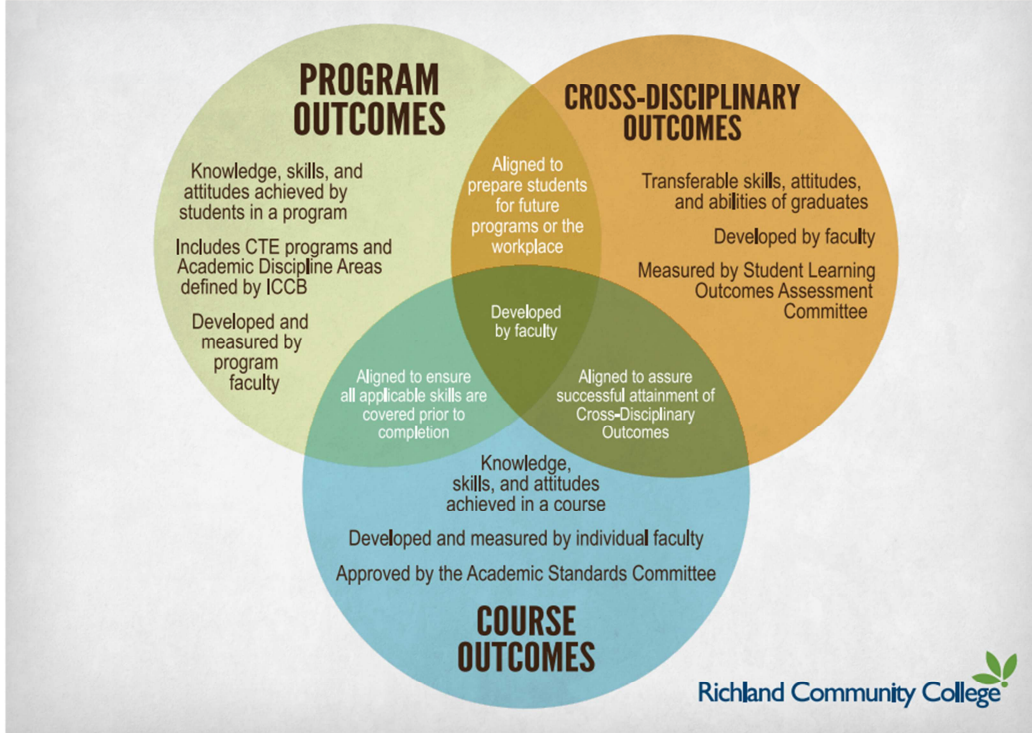
Procedure: Continuous Improvement Team (CIP) 02-14, Improving Student Learning Outcomes Assessment, reviewed the 2013 Systems Portfolio, Cross-Disciplinary Outcomes Matrix, and CIP Team 1-14, Program Review Design, examined Program Review reports and processes. The recently formed Student Learning Outcomes Assessment (SLOA) Committee addressed instructional program assessment procedures. All groups reported findings to Quality Council and the results are summarized in the findings and actions sections below.

Findings: Although Richland had established cross-disciplinary outcomes, no system was in place for evaluating artifacts and recording the outcomes. Many programs lacked student learning outcomes as demonstrated in Program Reviews conducted prior to the new 2013-2014 process.

Actions: CIP Team 02-14 created a general framework for student learning assessment that includes cross-disciplinary, program, and course-level outcomes. CIP Team 01-14 included program outcomes as part of the standard template for program review.



STUDENT LEARNING OUTCOMES ASSESSMENT FRAMEWORK

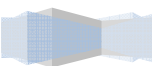


Rubric teams will develop fundamental criteria for the specific Cross-Disciplinary Outcome (CDO) which include performance descriptors that indicate if a student's work exceeds, meets, or does not meet them. Teams use samples of student work supplied by faculty to determine if the descriptors and criteria work on a variety of assessments.

While the rubric team is creating and revising, using the CDO matrix, faculty are chosen to submit representative student artifacts for evaluation as determined by the assessment committee. At the end of the semester, faculty submit the students' work. Student and course identifiers are removed before evaluation.

Once rubrics are developed, evaluation teams receive training on properly using them. A day is set aside at the beginning of the following semester and the team scores the student artifacts. Data is entered and artifacts stored to serve as evidence of the process. Software needed for this still needs to be determined.

In the following semester, data are analyzed to determine if the outcome is exceeded, met, or not met. If not met, faculty meet and develop improvement plans. Those are implemented and reassessed within the cycle. A Cross-Disciplinary Outcomes Assessment Timeline is included below.



CDO Assessment Timeline

Adapted from Carroll Community College sequence for assessment of general education learning goals

Semester	Rubric Development	Artifact Evaluation	Analysis & Improvement
Spring 2014	CDO 1 Written Communication-Pilot		
Fall 2014	CDO 1 Oral Communication	CDO 1 Written Communication- Pilot	
Spring 2015	CDO 4 Manage Technology and Evaluate Information	CDO 1 Oral Communication	CDO 1 Written Communication- Pilot
Fall 2015	CDO 3 Professionalism	CDO 4 Manage Technology and Evaluate Information	CDO 1 Oral Communication
Spring 2016	CDO 2 Critical & Creative Thinking	CDO 3 Professionalism	CDO 4 Manage Technology and Evaluate Information
Fall 2016	NA	CDO 2 Critical & Creative Thinking	CDO 3 Professionalism
Spring 2017	NA	CDO 1 Written Communication	CDO 2 Critical & Creative Thinking

In addition, the rubric team developed processes and timelines for student learning assessment. Richland’s Professional Development Day in February 2014 focused on creating and/or reviewing program student learning outcomes for the major instructional program areas outlined in ICCB Program Review. This activity coincided with a major revision of Richland’s Program Review process.

The retirement of the previous Outcomes Assessment Taskforce and formation of a new Student Learning Outcomes Assessment (SLOA) Committee help ensure completion of the processes shown above using the timelines developed.

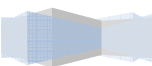
Processes for both the cross-disciplinary and program student learning outcomes are within the timelines set by SLOA. Faculty on the committee developed the written communication rubric and piloting assessment of student artifacts is underway. In addition, the faculty SLOA committee members reviewed all submitted program student learning outcomes and provided feedback for improving them. Deans also received feedback to provide additional guidance to programs and to ensure all areas submit and follow their plans.

The SLOA Committee will continue following the processes outlined above to ensure a systematic process to assess student learning continues.

- b) 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: The Student Learning Outcomes Committee reviewed the program assessment procedures and the CIP Team 1-14 reviewed Program Review Reports and processes.



Findings: Analyzing data and using results to improve curriculum, teaching, and student learning are integral components of both the cross-disciplinary and program student learning outcomes processes. Some CTE programs have mature plans with a history of using the results for improvement while others are newly created; therefore, they do not yet have data on which to act.

Actions: As part of Program Review, deans are monitoring the plans and improvements made. An improvement plan component has been included in the review cycle. (See page 28.) Regarding the cross-disciplinary outcomes, this fall 2014 semester, faculty are evaluating student artifacts using the written communication rubric created in spring 2014.

1e. Faculty Qualifications/Policies

Compliance:

a) Faculty preparation is in accordance with ICCB rules.

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

Procedure: HR staff conducted a thorough review of qualification records relating to full-time and adjunct instructors.

Findings: Records for current full-time faculty were reviewed. Of 81 full-time faculty, records relating to education and experience were confirmed on file for all. Related education transcript documents and relevant certification documents were confirmed for 80 of the 81 full-time faculty instructors.

Records for all adjunct faculty active during the Spring 2014 semester were reviewed. Of 144 adjunct faculty, records relating to education and experience were confirmed on file for all. Related education transcript documents and relevant certification documents were confirmed for 133 of the 144 adjunct instructors.

Actions: Current employment processes require submission of related supporting documentation. Richland will continue to follow up on requests for outstanding supporting documentation.

Quality:

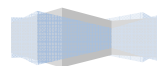
a) College has a staffed Faculty Development Center where faculty can receive professional development such as hands-on technology and pedagogy instructional materials are created to be accessible to persons with disabilities and electronic versions are available in a centralized location.

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

Procedure: College facilities and resources were reviewed.

Findings: The Learning Resource Center and the Online Learning Center offer extensive faculty resources relating to technology and pedagogy. Online teaching resources are available, including training developed for new adjunct instructors. Facilities and technology are accessible to persons with disabilities.

Actions: Staff will continue to monitor requests to determine additional training needs. Also, staff will monitor technology needs for all employees and students to meet changing software and hardware availability and employment needs.



Standard 2: *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: Richland staff reviewed 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: Richland Community College believes the role of an academic advisor is critically important for student success. As a result, Richland utilizes an “Assigned Advisor” method where advisor assignments are made based on the student’s program of study. Using an intrusive advising model, advisors proactively engage students throughout the term, serve as their advocate, and help develop educational strategies that will maximize the student’s time at Richland. Advisors work with students to develop their goals, give advice on course selection, and help them attain their educational goals.

Actions: No action is needed at this time.

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

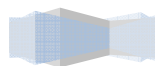
Items to Be Evaluated: College Catalog/Other Publications; Local Board Policy Manual; Student Handbook; College Program Review Reports; College Website

Procedure: Richland reviewed its published documents (Board Policy Manual, student schedule, Catalog, Student Handbook, and website: <http://www.richland.edu/finaid>) 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 Financial Aid and Veterans’ Affairs Office offers a holistic program of service to students. All financial aid staff can retrieve, collect and award aid to students. This award can be done on the spot, when all information required is verified and received, thus giving the Office the ability to offer real-time aid. The student portal (myRichland) also reflects this real-time aid award, including when students have scholarships, are being subsidized by external agencies, or are receiving other benefits.

The Office also offers a full-service program for veteran students. Formally established in 2013, the program supports veterans through accessing benefits, applying and gaining financial aid, advising and referral services for all veteran students. The Coordinator was appointed in 2010. During service and process review, it was determined that Richland needed a single point of contact for veterans, so a full-service program was launched in 2013 and aligned within the Financial Aid and Veterans’ Affairs office, allowing services beyond financial benefits certification.

In 2013 Richland added Higher One as a third-party vendor to assist in the disbursement of financial aid funds to students in a timely manner.



The Financial Aid Office and Veterans hours of operation are 8:00 a.m. to 7:00 p.m., Monday through Thursday, and Friday, 8:00 a.m. to 5:00 p.m., matching the hours of availability for advisors and other student services.

Actions: The Office will continue to monitor areas such as electronic communications with students to assure that information is disseminated appropriately.

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: Richland reviewed its published documents including the Catalog, handbook and website.

Findings: While there is readily available information about Career Services and the College Central Network online job board, there is some outdated information given the shift of Career Services responsibilities to another department.

Actions: Richland staff are updating all sources of information to reflect staffing and service changes.

Quality

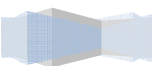
- a) Student Services/Academic Support facilities are easily accessible to students.
- b) Services are available at hours/days convenient for students (evenings, weekends).
- c) College website and computer-based software technologies are accessible to persons with disabilities. (new for this review)

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

Procedure: Richland 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: Richland 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 Services Office is open from 8 a.m. – 7 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Fridays. Students may also access services at the two off-campus centers, one in Clinton, IL, and the other on the west side of Decatur. Departments within the area include Counseling and Advising, Career Services, 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. The Academic Success Center (testing, tutoring, accommodations and the Math Enrichment Centers) also maintains highly visible and accessible services and published hours, services and posted on the website, in the Student Services Center and on published materials. The primary Academic Success Center and Math Enrichment Center on the main campus are open from 8 a.m. – 5 p.m. Monday through Friday and by appointment as needed. Math Enrichment Centers at Fairview Park Plaza and the Clinton Higher Education Center hours are set as demand necessitates.

Actions: Richland will continue to monitor and adjust services and hours of operation as needed.



Standard 3: *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

Procedure: Two CTE and 2 transfer-related courses (8 total) from Fall 2012 and 2013 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 action is required. Richland staff will continue to monitor.

- 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

Procedure: The process of recording the district number for students was reviewed. An enhanced, documentable process was added in 2010 to ensure that all students were recorded correctly. The Admissions staff document initial residency, and any adjustments related to billing are processed in the Business Services Office.

Findings: The process was found to be appropriate for the campus. Students are notified via the student portal/email if there is a residency concern. The new process is easy to manage for staff and clearer for students to understand.

Actions: Review of residency procedures will occur as necessary or appropriate.

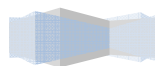
- c) Documented and verifiable process for proper classification of hours in the credit hour claims submission

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: A dual review of course category and submission is done by the Administrative Information Systems office and the Office of the Chief Academic Officer.

Findings: Classifications of courses within each ICCB classification were found to be accurate. The internal process was revised to require funding category identification within course record setup on the database system used by the College.

Actions: No action required.



d) Annual district credit hour certification completed in a timely manner.

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: College staff reviewed procedures for identifying appropriate submission and reviewed any identified discrepancies.

Findings: The College has consistently submitted the documents in a timely fashion. Any identified discrepancies are immediately remedied. The process is also included in the general external audit. There has been a consistent clean finding, and Richland remains in compliance.

Actions: No action required.

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

Procedure: Richland employs a back-end process through the Administrative Information Systems Office, Business Services, and the Registrar to identify courses that are not matched. In addition, any courses in the course submission process that are flagged by ICCB staff are re-vetted to ensure accuracy of match in the ICCB master course file. Courses are flagged, corrected and prepared for resubmission. Communication between the Administrative Information Systems Office, the Chief Academic Officer and the appropriate Academic Division ensures accuracy of current and future course submissions.

Findings: Communication between stakeholders is in place to ensure appropriate and timely review of course submissions and corrections.

Actions: No action is required. Richland staff will continue to monitor the process.

3b. Financial Planning

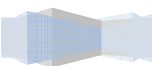
Compliance

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

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: 5-Year Financial Projections, Annual Budgets, External Audits, Uniform Financial Reporting System data, Board Minutes, Strategic Plan, District Financial Records, Facilities Master Plan were reviewed.

Findings: 5-Year financial projections are presented to the Board annually and reviewed throughout the year. District Financial Records with budget comparisons are presented to the Board monthly.



Actions: Richland will continue to follow established procedures.

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

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: Staff reviewed District Financial Records and External Audits.

Findings: Richland complies with working cash principal rules.

Actions: Richland will continue to monitor procedures.

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: Staff reviewed District Financial Records and External Audits over four years.

Findings: Separate Board resolutions for transfer of working cash interest were identified.

Actions: Richland will continue to monitor procedures.

Quality

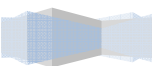
- a) Trends in past and current operating balances compared to peer group averages
- b) Magnitudes and trends in indebtedness compared to peer group averages
- c) Review and integration of long-range financial plans into overall college mission
- d) Review and integration of facilities master plan into overall college mission and strategic planning process
- e) All College departments included in the financial planning and accountability process
- f) Board receives a 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: 5-Year Financial Projections, Annual Budgets, External Audits, Uniform Financial Reporting System data, Board Minutes, Strategic Plan, District Financial Records, and Facilities Master Plan were reviewed.

Findings: The Annual Budget is created with input from all department stakeholders with the intention to support priorities identified in the College's Strategic Plan. The Facilities Master Plan is reviewed on a regular basis in order to facilitate Richland's Strategic Plan and RAMP. The Board of Trustees receives Financial Position reports monthly.

Actions: Richland will continue to monitor procedures.



3c. Financial Compliance

Part A: Annual External Audit

Compliance

- a) Audit has been completed as prescribed in the Act and Administrative Rules and submitted to ICCB in a timely manner.

Reports/Data	2011	2012	2013	2014	2015
Audit Completed	Yes	Yes	Yes	Yes	Yes
Audit Received by ICCB	10/13/10	10/14/11	10/12/12	10/15/13	

- b) Components of state grant compliance section have been included.

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: Submission dates of the Annual Audits were reviewed.

Findings: Submissions were found to be in compliance. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study.

Actions: Richland will continue to submit information as required.

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.

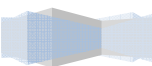
Reports/Data	2011	2012	2013	2014	2015
Recipient of GFOA Financial Statement Award	Yes	Yes	Yes		
Audit management had no (or few) recommendations	Yes	Yes	Yes		

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

Procedure: Staff reviewed External Audits and Audit Management Letters.

Findings: No reporting deficiencies were found. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study.

Actions: Richland will continue to monitor procedures.



Part B: College Budget

Compliance

- a) Adopted by due date and submitted to ICCB in a timely manner.
- b) Budget hearing appropriately advertised

Quality

- a) Recipient of GFOA budget award

Reports/Data	2011	2012	2013	2014	2015
Budget adopted by due date	Yes	Yes	Yes	Yes	Yes
Budget received by ICCB	6/21/10	6/25/11	6/22/12	6/21/13	6/30/14
Budget Hearing appropriately advertised	Yes	Yes	Yes	Yes	Yes
Recipient of GFOA Budget Award	Yes	Yes	Yes	Yes	

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

Procedure: Staff reviewed Board Minutes, Annual Budget Submissions, and Certifications of Publication.

Findings: Submissions were found to be in compliance. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study.

Actions: Richland will continue to monitor procedures.

Part C: Published Financial Statements

Compliance

- a) Published by due date and submitted to ICCB in a timely manner.
- b) Published in prescribed format

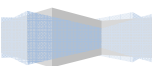
Reports/Data	2011	2012	2013	2014	2015
Financial Statements published by due date	Yes	Yes	Yes	Yes	
Financial Statements published in prescribed format	Yes	Yes	Yes	Yes	

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

Procedure: Staff reviewed Published Financial Reports and Certifications of Publication.

Findings: Submissions were found to be in compliance. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study.

Actions: Richland will continue to monitor procedures.



Part D: Tax Levy

Compliance

- a) Filed by the due date(s).
- b) Performed required publication notices.
- c) Submitted in the prescribed format.

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

Reports/Data	2011	2012	2013	2014	2015
Tax Levy filed by due date(s)	Yes	Yes	Yes	Yes	
Tax Levy Received by ICCB	12/23/10	12/22/11	12/20/12	12/19/13	
Tax Levy—performed required publication notices	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: Staff reviewed Board Minutes and Architect/Contractor Selection Documentation.

Findings: Review of documents show that contracts were fairly awarded and that all requirements were met.

Actions: Richland will continue to monitor procedures.

- 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: Staff reviewed Board Minutes and Architect/Contractor Selection Documentation and bid contract files.

Findings: Review found that bid specifications and requirements were advertised as required.

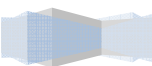
Actions: Richland will continue to monitor procedures.

- 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: Staff reviewed Board Minutes and Architect/Contractor Selection Documentation and bid contract files.

Findings: Reviews found all contracts were entered into fairly.



Actions: Richland will continue to monitor procedures.

Quality

- a) Requests for proposals for web and software technologies and services include language requiring vendors to provide products that are accessible to persons with disabilities.

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

Procedure: Richland’s Purchasing Office reviews all requests for proposal to ensure appropriate language to verify that access to persons with disabilities is included. The Vice President of Finance and Administration, in conjunction with the Purchasing Office, reviews all contracts to ensure the same.

Findings: A review of documents associated with the selection of both academic and non-academic web technologies indicates that functional compliance with existing state, federal, and College guidelines for access by persons with disabilities is performed as part of the software selection process. Language ensuring such compliance is required in signed contract documents per College purchasing procedures.

Actions: Richland will continue to monitor procedures.

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: Staff reviewed ICCB Capital Projects records, Construction Project Files, and Board Minutes.

Findings: All projects had approval prior to construction.

Actions: Richland will continue to monitor procedures.

- b) A current facilities master plan 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

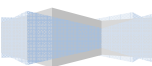
Procedure: Staff reviewed Board Minutes and the Facilities Master Plan.

Findings: Records indicate that the Facilities Master Plan is reviewed annually by the Board of Trustees.

Actions: Richland will continue to monitor procedures.

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: As part of its annual budget, Richland prepares a long-range capital plan that includes deferred maintenance needs. This completed document is reviewed by the Board of Trustees annually.

Findings: A review of fiscal records shows that Richland maintains a long-range master plan including capital expenditures & deferred maintenance needs. A subsequent review of minutes of meetings of the Board of Trustees shows that this plan is reviewed on a regular basis.

Actions: Richland will continue to monitor procedures.

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: Staff reviewed District Financial Records, Annual Audits, and Project Files.

Findings: PH&S monies were spent on approved projects only.

Actions: Richland will continue to monitor procedures.

- 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: Staff reviewed District Financial Records, Annual Audits, and Project Files.

Findings: PH&S monies spent did not exceed the approved budgets.

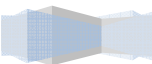
Actions: Richland staff will continue to monitor procedures.

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: Staff reviewed District Financial Records and District Audits.



Findings: Fiscal records show that PH&S monies are accounted for in a project accounting system allowing for identification of excess PH&S funds in the O&M Restricted funds.

Actions: Richland staff will continue to monitor procedures.

Part C: Facilities Data Submissions

Compliance

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

	2011	2012	2013	2014	2015
Facilities Data	9/15/10	8/9/11	8/24/12	9/6/13	8/8/14
Square Footage of Planned Construction and Owned Land (C1.1 & C1.3)		8/1/11	7/30/12	7/30/13	7/31/14
Construction Project Status report	1/25/11	1/24/12	1/28/13	1/24/14	
RAMP (Capitol Budget Request)	6/25/10	6/24/11	6/22/12	7/1/13	6/23/14
S6/S7 Data	1/25/11	1/20/12	1/25/13	1/29/14	

Items to Be Evaluated: Data and Report submission records; selected internal documents maintained by the college

Procedure: Staff reviewed submission records and other related documents.

Findings: The Square Footage submission was overdue for 2011 due to change in personnel responsible for submission. All other documents were submitted on time. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study. A reporting calendar is maintained for all ICCB filings, and files are submitted and cleared of fatal errors prior to the stated deadline. On occasion ICCB staff will ask College staff to review data that may result in submitting an additional file after the stated deadline. The ICCB site tracks the latest date a file was submitted, so if College staff resubmit a file with adjustment after the deadline it appears as though the filing was late.

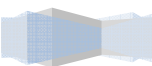
Actions: Richland will continue to monitor processes to assure that materials are submitted to meet stated deadlines.

3e: Uniform Financial Reporting System:

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

- UFRS reports
- UFRS /Audit Reconciliation

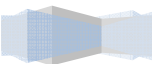
Items to Be Evaluated: Balance sheet assets equal the sum of liabilities and fund balances; signed audit/UFRS reconciliation; selected internal documents maintained by the College.



	2011	2012	2013	2014	2015
UFRS Reports	11/24/2010 Extension Approved	10/17/11	10/09/12	10/9/13	
UFRS / Audit Reconciliation	12/03/2010	11/28/11	Overdue	Overdue	

Procedure: Staff reviewed submission records and other related documents.

Actions: Richland staff are consulting with ICCB on the status of the 2013 report since internal records indicate submission. Richland staff will review processes to assure timely submission of all required reports. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study.



Standard 4: *Accountability*

4a. General Reporting Requirements

Compliance

a) Data submissions/reports have been received on time.

Items to Be Evaluated: Data and Report Submission Records; Edit and Frequency Printouts Generated by the ICCB; College Internal Data Reporting Procedures Document; Optional--Selected internal documents maintained by the college, including individual student transcripts

Procedure: Staff reviewed Data and Report Submission Records.

Findings: Submissions were found to be in compliance. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study. A reporting calendar is maintained for all ICCB filings, and files are submitted and cleared of fatal errors prior to the stated deadline. On occasion ICCB staff will ask College staff to review data that may result in submitting an additional file after the stated deadline. The ICCB site tracks the latest date a file was submitted, so if College staff resubmit a file with adjustment after the deadline it appears as though the filing was late.

	2011	2012	2013	2014	2015
Audit	10/13/10	10/14/11	10/12/12	10/15/13	
Budget	6/21/10	6/23/11	6/22/12	6/21/13	6/30/14
Certificate of Chargeback	10/13/10	10/14/11	10/12/12	10/15/13	
Certificate of Publication for Annual Financial Statement	12/23/10	12/22/11	12/7/12	11/21/13	
Certificate of Tax Levy	12/23/10	12/22/11	12/20/12	12/19/13	

Actions: Richland will continue to submit materials to meet stated deadlines.

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

Items to Be Evaluated: Data and Report Submission Records; Edit and Frequency Printouts Generated by the ICCB; College Internal Data Reporting Procedures Document; Optional--Selected internal documents maintained by the College, including individual student transcripts

Procedure: Staff reviewed Data and Report Submission Records.

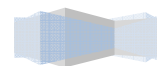
Findings: Submissions were found to be in compliance.

Actions: Richland will continue to submit materials to meet stated formatting requirements.

c) Data in different submissions are consistent.

Items to Be Evaluated: Data and Report Submission Records; Edit and Frequency Printouts Generated by the ICCB; College Internal Data Reporting Procedures Document; Optional--Selected internal documents maintained by the College, including individual student transcripts

Procedure: Where appropriate, data reported in one submission is used in creating subsequent submissions of similar data.



Findings: Data in different submissions were found to be consistent.

Actions: Richland will continue to submit data that is reported consistently.

Quality

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

Items to Be Evaluated: Data and Report Submission Records; Edit and Frequency Printouts Generated by the ICCB; College Internal Data Reporting Procedures Document; Optional--Selected internal documents maintained by the College, including individual student transcripts

Procedure: Data sources used in data submissions are extracted from the same data sources used for official College records.

Findings: Data submissions and official College records show the same information.

Actions: Richland will continue to use official records as the source for data submissions.

Part A. Student Data Reporting

Compliance

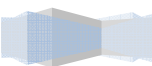
- a) Data Submissions/reports for the following has been received on time.
- b) Data Submissions/Reports are completed accurately and in the required format.
- c) Data in different submissions are consistent.

Items to Be Evaluated: Data and Report Submission Records; Edit and Frequency Printouts Generated by the ICCB; Optional--Selected internal documents maintained by the College, including individual student transcripts

Reports/Data	2011	2012	2013	2014	2015
Noncredit Course Enrollment Data (NI)	7/1/10	6/24/11	7/5/12	7/12/13	7/14/14
Annual Enrollment and Completion Data (AI)	7/26/10	9/14/11	8/1/12	8/5/13	8/1/14
Annual Student Identification (ID)	7/27/10	8/2/11	8/3/12	8/13/13	8/6/14
Enrollment surveys	9/13/10	NA	NA	NA	NA
Fall Enrollment Data (EI)	9/15/10	9/12/11	9/20/12	10/1/13	
Summer Graduate Reporting for IPEDS GRS	9/29/10	10/14/11	10/1/12	12/4/13	
Career and Tech ED Graduate Follow-up (FS) Data	5/27/11	5/11/12	6/11/13	5/28/14	

Procedure: Staff reviewed Data and Report Submission Records.

Findings: All reports were submitted on time. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study. A reporting calendar is maintained for all ICCB filings, and files are submitted and cleared of fatal errors prior to the stated deadline. On occasion ICCB staff will ask College staff to review data that may result in submitting an additional file after the stated deadline. The ICCB site tracks the latest date a file was submitted, so if College staff resubmit a file with adjustment after the deadline it appears as though the filing was late.



Actions: Richland will continue to monitor procedures for reporting and formatting.

Part B. Faculty/Staff Data Submissions

Compliance

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

Reports/Data	2011	2012	2013	2014	2015
Faculty, Staff, & Salary Data (C1)	10/14/10	10/13/11	10/25/12	10/21/13	
Faculty, Staff & Salary Data (C2)	10/25/10	10/12/11	11/1/12	10/21/13	

Items to Be Evaluated: Data and Report Submission Records; Edit and Frequency Printouts Generated by the ICCB; Optional--Selected internal documents maintained by the College, including individual student transcripts

Procedure: Staff reviewed Data and Report Submission records and internal documents maintained by Richland.

Findings: Submissions were found to be in compliance. Blanks in the table for 2015 indicate that the submission dates for reports occur after the creation of this Self-Study.

Actions: Richland will continue to monitor procedures to assure accurate, on-time submissions.

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

	2010	2011	2012	2013	2014
Program Review report	7/30/10	7/30/11	8/6/12	7/31/13	7/30/14
Program Review Listing	7/30/10	7/30/11	8/6/12	7/31/13	7/30/14
Underrepresented Groups Report	6/30/11	9/5/12	3/1/13	2/21/14	

Items to Be Evaluated: Five years of Data and Report Submission records

Procedure: Staff reviewed submission records.

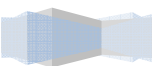
Findings: Submissions for all reports except the 2012 Program Review and Review Listing were submitted on time. The 2012 reports were submitted on time, but due to corrupted files the report had to be resubmitted after the due date.

Actions: Richland will continue to meet required deadlines.

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 service, 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.

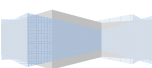
NOTE: Subject to revision based on changes in the program review process.

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

Procedure: In 2014, Richland's Program Review process was reviewed and modified by Continuous Improvement Process Team 01-14, Program Review Design. The CIP Team members included all Deans, the Vice Presidents of Academic Services and Student Success, the Director of Institutional Effectiveness and Planning, the Coordinator of Curriculum and Grants, the Director of Database Systems, and an AIS Specialist. The goals for the CIP Team were to a) meet the requirements for a program review as outlined by the Illinois Community College Board and b) to create a document that Deans and Vice Presidents could use to make evidence-based decisions for program changes or deletions. Standardized templates were developed for the Career and Technical Education (CTE) Programs and the Academic Discipline Programs. In addition, program/service area stakeholders developed specialized templates for designated Cross-Disciplinary and Student/Academic Services reviews. Templates for subsequent years will be developed for other Cross-Disciplinary and Student/Academic Services areas, focusing on key metrics for decision-making. A timeline for internal reporting has also been developed to emphasize the importance of communication of results and actions to the larger College community.

Findings: The Deans and Program Directors involved in the development and implementation of this process reported that the review will provide more relevant data for analysis of the programs.

Actions: Stakeholders are meeting now to implement phase two of the project—the development and implementation of an improvement plan for actions identified in the 2014 Review. Training for the Deans, Program Directors, and Faculty related to the 2015 Program Review cycle will begin in late September/early October.

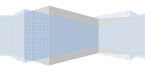


Program Review Timeline for Year of Program Review Submission (9/4/14)

Sept.	Oct.-Nov.	Dec.-April	May	June	July	August	Fall
Initiate Program Review process with Deans/ VPs	Train Program Directors/ Faculty	Deans/ Directors complete Program Review template	Submit draft Review to Dean/ Supervisor/ Coord., Curr. & Grants	Data review by KMT for possible revisions	Final Review by Coord., Curr. & Grants/ VP, Acad. Serv./ Pres.	August 1— Deadline for ICCB submission; by Aug. 30 post complete Program Review on Q Drive and myRichland	Present Program Improvement Plan for just-completed programs to Quality Council

Program Review Timeline Draft for “Off Years”: Goal—By year 2, all programs will be gathering and submitting data to support 5-year review.

September	October/November	December/April	May	June
Review Program Review Process with Deans/VP	Train New Program Directors/ Faculty	Complete reports on improvement Plan progress for “off years”	Submit data to Dean/ Supervisor/ Coord., Curr. & Grants	Warehouse report updates for 5-year cycle
		Report progress on Program Imp. Plan to Dean/Super.		Complete Program Improvement Plan or create next plan



Appendix D
APPLICATION FOR RECOGNITION

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

1. A letter from the local board of trustees (or designee) requesting the ICCB to assign a status of “recognition continued” to the district.
2. A self-evaluation by each district concerning its compliance with ICCB standards identified in Appendix C. (Example responses to selected standards are provided in Appendix E.)
 - Procedure/Items Reviewed
 - Findings
 - Correction Action Plan, if necessary

The application is required 90 days after official notification from the Illinois Community College Board.

The district is asked to forward each of the following with the letter and self-evaluation:

1. Program review process
2. Board Policy Manual
3. College Catalog—Hard copy is required
4. College dual credit policy
5. College instructional program assessment policy
6. Facilities Master Plan—Hard copy is required
7. Internal Data Reporting Procedures document
8. Student Handbook
9. Faculty Handbook
10. Collective Bargaining Agreements for Full- and Part-time Faculty
11. College Multi-year Financial Planning Document(s)

