

Federal Compliance Filing

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Federal Compliance Filing by Institutions

Effective September 1, 2014 – August 31, 2015

This document outlines the information institutions should provide in a separate federal compliance section of its comprehensive PEAQ self-study report or AQIP Quality Check Up. Institutions must address the **federal requirements** in the information they submit to the Commission **before** the visit and additional supporting information on federal compliance in the Resource Room (or in the Assurance System) during the visit. Institutions should address these requirements with brief narrative responses and provide supporting documentation, where necessary. (Institutions participating in the Standard or Open Pathway will provide all of their information through the Assurance System.) The information requested in this document should be provided in the separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this template. The Guide identifies applicable Commission policies and an explanation of each requirement. Note that some federal requirements are related to the Commission's Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address those Criteria and Assumed Practices.

Institution under review: _____ **Kankakee Community College** _____

Assignment of Credits, Program Length, and Tuition

1. Complete the *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours* attached to this document, and submit the worksheet and the attachments listed in it.
2. Provide information about the length of the institution's degree programs and identify and justify any difference in tuition for specific programs.

Section 309.2 of the KCC Board Policy Manual in the Dropbox provides policy for credit hours and refers to Illinois Community College Board (ICCB) standards. The ICCB manual provides definitions and guidelines for credits, program length and tuition parameters (Section 1501.309). As an example:

Course Credit Hour Determination.

- 1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.
- 2) Courses with students participating in lecture/discussion-oriented instruction will be assigned one semester credit hour or equivalent for each 15 classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

- 3) Courses in which students participate in laboratory/clinical-laboratory-oriented instruction will be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.
- 4) Students who participate in non-clinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicum experiences shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.

KCC calculates credit hours as described by the ICCB. Fall/spring terms consists of 16 weeks of classes plus a final exam week. Credits are computed by the standard formulas:

Lecture: One credit is computed as (1 x 50 minutes x 15 weeks).

Lab: One credit is computed as (2 x 50 minutes x 15 weeks).

Clinical: One credit is computed as ((2 or 3) x 50 minutes x 15 weeks).

Independent studies: One credit is computed as (5 x 50 minutes x 15 weeks).

Programs, including total program length, are approved by the ICCB. The ICCB requires that each community college evaluate its programs in order that all programs are evaluated every five years. KCC keeps a five year calendar of program reviews. We inform the ICCB of reviews scheduled the following year are identified and presented annually in August to the ICCB. Completed program reviews are kept on file by the Deans of instruction.

Tuition rate parameters are set by the Illinois Community College Act and described in the ICCB manual. KCC charges tuition that is higher than the state average. The ICCB collects tuition information in its annual data book. Table IV-8 of the data book (2014) contains the “Per Capita Costs, Chargeback Rates, and Student Tuition and Fee Rates at Illinois Public Community College Districts.”

District	FY2013 Per Capita Costs (a)	FY2014 Chargeback Rates (a)	FY2014 Student Tuition & Fee Rates (b)
Kankakee	\$409.88	\$131.89	\$117.00
Averages	\$435.58	\$201.61	\$112.65

Source of Data: (a) Certificate of Chargeback Reimbursement

(b) As certified by the President and CFO

Tuition costs are found in both the printed and online college catalog. The online version link is <http://www.kcc.edu/students/academics/Pages/academiccatalog.aspx> in the section on Admissions/Registration Tuition/Financial Aid. In and out of district rates are also found at: <http://www.kcc.edu/prospective/paying/cost/Pages/tuitionandfees.aspx> along with a definition of in-district.

Institutional Records of Student Complaints

1. Explain the process for handling student complaints.
2. Summarize the number and type of complaints and track their resolutions since the last comprehensive evaluation by the Commission.
3. Explain how the institution integrates what it has learned from the complaint process into improvements in services or in teaching and learning.

1. Explain the process for handling student complaints.

KCC currently uses four separate processes for handling student complaints. The Associate Deans/Program Director, with the assistance of the Vice President for Instruction and Student Success, oversees students' concerns regarding instruction or processes of the college, or to resolve grade disputes between students and instructors. Student Services staff members post procedures for filing student complaints in multiple sources, including:

- Website: <http://www.kcc.edu/students/academics/Pages/studentcomplaintpolicy.aspx>
- Student Catalog: [http://www.kcc.edu/students/academics/Documents/15-16_Academiccatalog\(Fullcatalog6.55mb\).pdf](http://www.kcc.edu/students/academics/Documents/15-16_Academiccatalog(Fullcatalog6.55mb).pdf), on page 205
- Student Planner found in the catalog, and handed out to all students at the beginning of each semester

Institutional records of student complaints are documented with four areas: Associate Deans or Program Director, Vice President for Instruction and Student Success, Dean of Student Development and the President's Office. If a student's complaint is instructional, he or she is encouraged to work directly with the faculty member first; if this interaction does not lead to a resolution of the issue, the student is directed to speak with the appropriate academic administrator which may be an Associate Dean, an Assistant Dean, or a director. The academic administrator may be able to resolve the issue appropriately by bringing the student and the faculty member together for a discussion within 10 business days of receiving the complaint. In such a case, the matter is resolved.

In cases where a mutually beneficial resolution of the stated issue cannot be facilitated or if the student does not feel that due process was followed, the academic administrator will ask the student to formalize his or her concern by completing an Instructional Complaint Form which is then submitted to the academic administrator. The academic administrator will then decide upon a resolution, indicate the details of this resolution on the Instructional Complaint Form, and communicate this decision to the student and the faculty member within 10 business days of receipt of the complaint. If the complainant does not feel that due process was followed, or does not agree with the resolution, an appeal can be made to the Vice President of Instruction and Student Success. The Instructional Complaint Form, along with any additional documentation or materials captured during previous conversations or attempts at conflict resolution, are forwarded to the vice president. At this point, the Vice President of Instruction and Student Success will review the materials before meeting with the student, faculty member, and academic administrator to obtain all necessary information to arrive at a resolution within 10 business days from when the Vice President received the complaint. Once the Vice President has decided upon the appropriate resolution, this decision is communicated to all stakeholders who were involved in the complaint. After resolution, formal complaints are filed within the Office of the Vice President of Instruction and Student Success and entered into a spreadsheet

recording basic information regarding issues and resolution. A summary of the student grievances is found in the Dropbox.

A second process is for students to express concerns via the Office of Student Development. These concerns consist mostly of requesting withdrawals from a class, requesting a refund of tuition, and behavior and code of conduct grievances. Explicit processes have been put into place to handle such complaints or concerns in order to maintain consistency in handling situations. For example, if a student is requesting a tuition refund or withdrawal after the deadline, s/he may submit a formal written request to the appropriate Dean using the proper form (information on such requests can be found here:

<http://www.kcc.edu/admissions/registration/Pages/cancelwithdrawalrefund.aspx>). If students have a complaint about their bill or schedule, they are advised to meet with accounting staff or submit a written request to the Dean of Student Development and Services for 1) a refund, 2) approval to withdraw after the deadline, or 3) financial obligation forgiveness because of an unfortunate personal circumstance that impacts the ability to pay or complete a semester. Students are prompted to provide documentation if needed and the request is reviewed by the Registrar, accounting and financial aid staff. Each department records on the request form the impact that an approval or denial will have on a student's academic and financial record. This feedback is included in the decision made by the Dean of Student Development and Services. Students receive written notification about the decision and guidance for an appeal process.

A third process for students to file complaints is referred to as Candid Comments. An icon exists on numerous college websites and at drop boxes around campus encouraging students to submit comments and feedback. These candid comments are delivered directly to the college president who reviews them. Candid comments can be submitted using a form by boxes located on campus: College Center (at entrance to WEC hallway), Miner Library entrance, or just outside L355/ITS Help Desk (near copier unit). In addition, comment may be submitted electronically via the website link on KCC webpage:

<http://www.kcc.edu/Community/Collegeinfo/president/Pages/commentform.aspx>. Staff in the marketing and communications department forward comments to the President's office email address president@kcc.edu. There, the President's executive assistant sorts and forwards relevant comments to members of the President's Cabinet who have oversight to handle and respond to the comment, as appropriate. Follow-up with the responsible party secures the response. The person who receives the complaint via the candid comments mechanism will then contact the complainant to learn more about the issue; If these comments represent a student complaint, the president will forward them directly to the vice president of instructional and student success, Deans of Student Development and Services, or the appropriate administrator.

A fourth process for students to file complaints or to report a potential problem is by phoning or emailing security at www.kcc.edu/reportacrime or the Behavioral Intervention Team (BIT) at bit@kcc.edu. Reports are reviewed regularly each day by appropriate personnel and action is taken immediately to address the complaint. A check for prior history is conducted to inform the team and guide decisions. Due process is afforded to the accused or concerned so their perspective can be included. Students who require mental health services are supported and referred to external community agencies and BIT personnel maintain regular contact to promote the success of the student. Violators to the Code of Conduct receive restrictions that may include, in severe cases, suspension or expulsion. A requirement to meet regularly with the Dean of Student Development and Services or her representative is a condition of return for suspended students to assist them with the transition back into the college environment.

2. Summarize the number and type of complaints and track their resolutions since the last comprehensive evaluation by the Commission.

Student complaints as of September, 2015 are summarized here:

Instructional Complaints cases: 72 grievances, 72 resolved

Behavioral Intervention Team cases: 91 total cases; 90 resolved; 1 in progress

Code of Conduct cases: 458 total cases; 457 resolved; 1 in progress

Requests for withdrawals: 104 total requests; 68 approved; 36 denied

Requests for refunds: 193 total requests; 153 approved; 40 denied

Requests for financial obligation forgiveness: 103 total requests; 69 approved; 34 denied

3. Explain how the institution integrates what it has learned from the complaint process into improvements in services or in teaching and learning.

1. Each system of comments/complaints will have a summary tracking system which will record basic information regarding issues and resolutions.
2. At the end of each fiscal year:
 - a. Each system will create a summary report documenting the basic types of complaints, quantifying issues/resolutions and checking for repeating themes.
 - b. each report can include recommendations resulting from the analysis of repeating themes for the fiscal year
 - c. each report can include recommendations resulting from the analysis of repeating themes across fiscal years
 - d. each report can include recommendations for process and policy changes related to the specific system of comments/complaints
3. The report will be presented to the President's Cabinet in the fall
4. The President's Cabinet will act on recommendations

The institution continually integrates lessons learned from the complaint process into service improvements. Complaints about inaccurate information at the financial aid counter led to a student request for a refund and resulted in a redesign of the office structure and staff duties. Advising or registration complaints are reviewed and processes like the online application and wait time to meet an advisor resulted in the redesign of the advising schedule and the online application form. Instructional complaints are referred to the vice president of Instructional and Student Success and the Associate Deans of the respective program so trends can be monitored and addressed. Complaints provide insight that leads to improvement in services, teaching and learning.

Publication of Transfer Policies

1. Demonstrate that transfer policies are disclosed in the institution's catalog, on the web site, or in other appropriate publications.
2. Demonstrate that articulation agreements, at both the institutional level and the program level, are disclosed to students. Ensure that the disclosures clearly identify whether the institution under review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreement that it accepts; or 3) both offers and accepts credits with the institution(s) in the articulation agreement.
3. Demonstrate that the disclosed transfer policies align with the criteria and procedures actually used by the institution in making transfer decisions.

Information regarding transfer policies for either current students or future students can be found on the KCC homepage. Current students may find information in both the printed and online college catalog <http://www.kcc.edu/students/academics/Pages/academiccatalog.aspx> by accessing the "Current Student" Tab. Within this subpage containing the catalog, the page also contains a link to KCC's Transfer Center <http://www.kcc.edu/future/choosing/transfer/transfercenter/Pages/default.aspx>. On this page, students can find information in regards to transferring to a four-year institution.

Future students may find information regarding both transferring to KCC and from KCC by accessing the "Future Student" Tab. Under the "Transferring to KCC" link (<http://www.kcc.edu/students/helpful/transfer/Pages/transfertokcc.aspx>), students can find procedures to follow for setting up an appointment to discuss transferring previous credits to KCC. Under the "Transferring from KCC" link (<http://www.kcc.edu/students/helpful/transfer/Pages/transferfromkcc.aspx>) is a checklist to assist students when considering potential transitions to four-year universities.

For each baccalaureate course offered, the college seeks approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulate Initiative (IAI) or maintains current written articulation agreements or transfer equivalency documents with:

- A.) at least three Illinois public universities, or;
- B.) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer. (ICCB Rule 1501.309d1)

The college has adopted the IAI general education core for its baccalaureate transfer degrees. Moreover, KCC has adopted the major-specific curriculum models for its baccalaureate transfer degree majors to facilitate transfer to corresponding baccalaureate programs.

The ICCB provides requirement guidelines and models to ensure associate degree requirements are comparable to lower-division baccalaureate degree requirements at baccalaureate institutions in Illinois.

KCC participates in MyCreditsTransfer, a program that allows students to check course equivalencies for KCC courses with other Illinois four-year colleges and universities. www.itransfer.org. Furthermore, a transfer information center (the Transfer Center Annex) is located in the main hallway of the third floor.

(<http://www.kcc.edu/students/helpful/transfer/Pages/transfervisits.aspx>). Representatives of four-year colleges use this area to directly answer transfer students' questions.

Practices for Verification of Student Identity

1. Identify whether students are enrolled in distance or correspondence courses.
2. Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect student privacy.

One option for KCC students is enrollment in online courses. The primary mechanism for verifying student identity is a secure login and password. Currently all online courses use the Canvas Learning Management System and this platform requires a secure login id and password which students are given after being admitted as a student. Students may change their password on a secure site by first answering a series of unique identity questions. Students may also visit our ITS Helpdesk where they must present a photo id to have their password reset.

The policies that govern acceptable use of account/password sharing are posted on the website as part of the Code of Conduct <http://www.kcc.edu/students/academics/pages/codeofconduct.aspx> and the ITS Acceptable Use Policy <http://www.kcc.edu/students/helpful/it/Pages/policies.aspx>. There is no additional cost or technology fee for students enrolled in distance courses.

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller.

1. General Program Responsibilities

- a. Provide information regarding the status of the institution's Title IV program; in particular, submit information about recent findings from Title IV program reviews, inspections, or audits.

KCC has not been cited for findings from Title IV program reviews, inspections or audits. Files related to Title IV compliance are found in the following areas:

Financial Aid

- program participation agreement (PPA)
- Eligibility and Certification Renewal (ECAR)
- the default rate for the most recent three years as established by the USDE
- information about compliance with the administrative or recordkeeping requirements of Title IV
- information about compliance with financial responsibility standards
- limitation, suspension, or termination (LST) actions (none)
- audits by the Inspector General of the USDE (none)

- deficiencies or corrective actions demanded by the USDE or other governmental agencies
- release of completion/graduation rates

VP of Instruction and Student Success

- program reviews
- student grievance files

Deans of Student Services

- campus crime-reporting
- student grievance files

Director of Marketing

- sample marketing materials

MIS Specialist

- completion/graduation rates

- b. Disclose any limitation, suspension, or termination actions that the U.S. Department of Education has undertaken and the reasons for those actions.

Not applicable.

- c. Disclose any fines, letters of credit, or heightened monitoring arising from the Department of Education. Explain the consequences of these challenges for the institution's short- and long-term financial health.

Not applicable.

- d. Discuss the institution's response and corrective actions to these challenges.

Not applicable.

- e. Provide information about findings from the A-133 portion of the institution's audited financial statements that identify any material weaknesses in the processing of financial aid.

Not applicable.

- f. Disclose any limitation, suspension, or termination actions that the U.S. Department of Education has undertaken and the reasons for those actions.

Not applicable.

- 2. Financial Responsibility Requirements.** Provide information about the Department of Education's review of the institution's composite ratios and financial audits.

The Commission also annually analyzes each institution’s financial ratios to determine whether there might be financial concerns. The team will check with the institution and with Commission staff regarding whether the Commission or the Department has previously raised concerns about an institution’s finances based on these ratios. If so, the institution should have addressed in its documents the actions it has taken and plans to take in response to these concerns. *Related Commission Requirements: Core Component 5.A, 2.B; Assumed Practice D.1.*

3. Default Rates

Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012.

The institution should take steps to avoid excessive loan default rates.

- a. Disclose student loan default rates as provided by the Department for the three years leading up to the visit.

2012 3YR OFFICIAL: 21.5

2011 3YR OFFICIAL: 15.1

2010 3YR OFFICIAL: 11.3

Our latest default rate for borrowers who went into default within two years of going into repayment is 21.5%.

Entered Repayment	Default Rate
506	21.5%
264	14%
141	5.4%
99	8.6%

- b. If the default rates are higher for the institution than its peer institutions, if rates are rising, or if rates have exceeded Departmental thresholds or triggered a Department review, then the institution should address the actions it has taken in response and submit to the team any corrective plan filed with the Department.

KCC’s rates increased significantly since the 2011 three year official rate which triggered a department review. Several steps were implemented for the Fall 2015 semester to inform students about the benefits and consequences of borrowing and repaying loans. All loan applicants are required to complete a budget planning document and calculate the repayment amount before accepting a loan. The college also hired a company to help manage its student loan default and grace counseling process. These services give potential defaulters the support and guidance they need to avoid the pitfalls of loan default.

- c. Submit information about the institution’s participation in private loan programs and any loan services that it provides to students directly or that a related corporation provides to its students.

KCC does not participate in private loan programs or offer institutional loans to students.

There have been no problems with renewal of eligibility, program audits or other USDE actions.

- 4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and other information. Identify any findings from the Department regarding these disclosures.

Supporting information: Provide samples of those disclosures.

KCC has not been cited for findings from the Department regarding these disclosures.

- 5. Student Right to Know.** Title IV responsibilities require that institutions provide graduation/completion for the student body by gender, ethnicity, receipt of Pell grants, and other data as well as information about the process for withdrawing as a student, cost of attendance, refund and return of Title IV policies, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate.

Supporting information: Identify any findings from the Department regarding these disclosures. Provide samples of these disclosures.

KCC has not been cited for findings from the Department regarding these disclosures.

Related Commission Requirements: Assumed Practice A.6.

- 6. Satisfactory Academic Progress and Attendance Policies.** The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution in individual student situations. (Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.)

Section 3.0 of the 2015-16 College Catalog defines the attendance and campus behavior expectation for students which is available in hard copy or electronic formats and on KCC's web site. The office of Admissions and Registration documents attendance reports for all credit students using mid-term and final records for each class.

- 7. Contractual Relationships.** Disclose contracts with third-party entities not accredited by a federally recognized accrediting agency. (The institution should have previously disclosed to the Commission all existing contracts and received approval for those contracts. The Commission's substantive change policy requires that the institution notify the Commission of any new contracts for up to 25 percent of an academic program, that the institution obtain prior Commission approval before initiating any contract for 25 to 50 percent of a program, and that the Commission approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny. The institution should review the document, "*Information on Contractual and Consortial Arrangements*," for more information. *Related Commission Requirements: Assumed Practice A.10.*)

- 8. Consortial Relationships.** Disclose consortial relationships with other entities accredited by a federally recognized accrediting agency. (The institution should have previously disclosed all consortial relationships to the Commission. The Commission’s substantive change policy requires that the institution notify the Commission of any new consortium for 25 to 50 percent of an academic program and that the institution obtains prior Commission approval for any consortium that offers 50 percent or more of an academic program. The institution should review the document, “*Information on Contractual and Consortial Arrangements*,” for more information. *Related Commission Requirements: Assumed Practice A.10.*)

Required Information for Students and the Public

1. Submit course catalogs and student handbooks to the team.

An electronic copy of the course catalog, including the section that serves as the student handbook, can be accessed here: <http://www.kcc.edu/students/academics/Pages/academiccatalog.aspx>

Additionally, the Health Careers division has multiple student handbooks for its enrolled students. One is provided here for the Physical Therapist Assistant (PTA) program student handbook, located on the KCC website/PTA webpage:

<http://www.kcc.edu/future/choosing/healthprograms/pta/Pages/ptaresources.aspx>

2. Identify sections of the web site that include required disclosure information.

Right-to-Know Act information and College Disclosures can be found here:

<http://www.kcc.edu/Community/Collegeinfo/Pages/srtk.aspx>

Advertising and Recruitment Materials and Other Public Information

1. Demonstrate that advertisements and recruiting materials provides accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution’s accreditation status with the Commission and other accrediting agencies is clear and accurate.

KCC’s promotional and recruitment materials provide accurate, timely, and detailed information to current and prospective students on its Web site and in printed view books, catalogs, class schedules and advertisements. Printed materials reference campaign landing pages on the college’s Web site – www.kcc.edu/register, <http://success.kcc.edu>, <http://juniors.kcc.edu>, <http://seniors.kcc.edu>. These pages also inform current and prospective students about college offerings. KCC’s [Web site](#), [catalogs](#) and [class schedules](#) clearly communicate information about the college’s accreditation status with the Commission.

Information is updated by the marketing department through communication with the offices of Recruiting Services and Instructional Administration, KCC’s Associate Deans, the Curriculum Development Committee, and the Enrollment Management Committee.

2. Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.

KCC’s shares [programs](#), [locations](#) and [policies](#) with current and prospective students on its Web site and

in its [catalog](#).

3. Provide the team with a link to the Mark of Affiliation on the institution's web site.

Link to the Mark of Affiliation: <http://www.kcc.edu/Community/Collegeinfo/ie/aqip/Pages/default.aspx>

Review of Student Outcome Data

1. Demonstrate that the institution collects information about student outcomes.
2. Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.
 1. KCC has program, course, and general education assessment plans are implemented on a rotating cycle. Detailed information on the plans, including the rotation cycle, can be found here: <http://www.kcc.edu/Community/Collegeinfo/ie/assessment/plans/Pages/default.aspx>
 2. As a participant of ICCB Program Review System, KCC has created a schedule of programs to be reviewed on a 5-year cycle. The program review schedule can be found in the Dropbox. The review consists of three major components: Economics, Quality, and Relevance.

The Economics review process assists Kankakee Community College in identifying factors which demonstrate the cost effectiveness of the college program. Excessively high or low program costs will provide evidence of productivity problems. KCC examines whether cost levels are appropriate for programs with very low student demand, very low student/faculty ratios or those which are subject to frequent technological changes.

The quality review process assists KCC in identifying program strengths and weaknesses and develops strategies to capitalize on the strengths and eliminate weaknesses.

The Relevance review process assists KCC in determining the pertinence of its programs. It is imperative that the college's occupational programs are in tune with the needs of industry to retain existing businesses and prepare for future labor needs. Programs in which the supply exceeds the demand or in which a significant number of graduates are unemployed or working in unrelated fields are important areas to assess.

The review process follows the guidelines developed in the program review manual, found in the Dropbox, and guides all program reviews for the College. As an example program review that was conducted following the manual guidelines, the most recent Medical Laboratory Technology program review is provided in the Dropbox. Additional documentation is provided regarding actions taken from the 2014 program review.

Standing with State and Other Accrediting Agencies

1. Disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.

Supporting information: Provide the team with the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency.

Six KCC programs carry professional accreditation or approval: Medical Laboratory Technology, Nursing, Phlebotomy, Physical Therapist Assistant, Emergency Medical Technician- Paramedic, and Respiratory Therapist programs. An additional program, Paralegal/Legal Assistant Studies has received approval.

The Medical Laboratory Technology program receives accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The last accreditation cycle ended in March 2012. The program was not cited for any non-compliance of accreditation standards and was awarded continued accreditation until October 31, 2019.

The Associate Degree in Nursing (Candidate for Accreditation) program had a site visit completed Oct 6-8, 2015 with Accreditation Commission for Education in Nursing (ACEN). Evaluation Review Panel will review the site visit report on January 25-29, 2016. The Board of Commissioners will meet Feb 29- March 4, 2016 to render the final decision on ACEN accreditation. KCC to receive official notification by April 4, 2016.

The Phlebotomy program also receives accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Approval was initially granted on September 21, 2012 and will continue to October 31, 2016. A self-study report is due February 1, 2016.

The Physical Therapist Assistant program receives accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). Accreditation was initially granted on April 19, 2011. On May 2, 2012 accreditation was continued based on the compliance report submitted March 28, 2012 in which the program was judged to be in compliance. CAPTE will be on campus January 24-27 for onsite visit.

The Emergency Medical Technician-Paramedic (Initial Accreditation) program has received initial accreditation. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) voted on March 20, 2015 to award initial accreditation to the EMT-Paramedic program at Riverside Medical Center, Kankakee, IL.

The Respiratory Therapist program receives accreditation from the Commission on Accreditation of Allied Health Education Programs through the recommendation of the Committee for Accreditation of Respiratory Care (CoARC). On August 30, 2013 accreditation was continued based on the annual report submitted for Year 2013. The Respiratory Therapist Program to submit an annual report, due on July 1st.

The Paralegal/Legal Assistant Studies received American Bar Association initial approval in August 2005 for a period of seven years. The ABA reapproved the program in March 2012 for a period of seven years, during which the Site Visit Team made no recommendations for continuous improvement. The Site Visit Team instead made six suggestions to “further enhance the Program” before the 2019 re-approval visit. The Program has had no compliance issues since it first earned initial approval.

Public Notification of Opportunity to Comment

1. Determine what constituencies should receive the notice of opportunity to comment. These groups should include students, parents, alumni, taxpayers, donors, community groups, local businesses.
2. Determine what media the institution will use to solicit comments. Local newspapers, institutional web sites, and alumni magazines are appropriate choices. The notices should reach all constituencies but should not unduly burden the institution.

The notices should include: the purpose and dates of the visit, the institution's accreditation status with the Higher Learning Commission, an invitation to send written, signed comments directly to the Commission, and contact information for the Commission.

The notices should specify that comments must be sent to the Commission no later than four weeks before the start of the visit.

3. Publish the notices of the visit following the prescribed format; see the [Procedure on Third Party Comments](#).
4. The institution must send copies of its notices to the Commission in .pdf format to legaffairs@hlcommission.org at least a month before the comprehensive evaluation visit. Commission staff will compile the comments and the notices and send them to the evaluation team and to the institution three weeks prior to the visit. The Commission will also review and forward comments received after the deadline lapses and even during the visit, as third party comments are an important part of the comprehensive evaluation visit process.

KCC invited third party comments from our constituents. Constituent groups were discussed by the President's Cabinet consisting of the President, Vice-Presidents, Deans, Executive Director, and Directors. The director of marketing then finalized the most appropriate venues of distribution for the invitation.

On November 19, 2015, KCC's Board of Trustees was updated on the site visit and provided a copy of the Invitation. In the Dropbox is the general press release, sent December 7, 2015 this year. The release went to every media outlet in the college's district, which includes all the radio stations and newspapers. Ad space was purchased in the Daily Journal and Watseka Times Republic which are the two primary newspapers in the college's district.

Copies of the Invitation from the following print resources have been sent to the Higher Learning Commission via email to legaffairs@hlcommission.org:

- Daily Journal newspaper on December 7, 2015 – This is the primary Kankakee County newspaper.
- Watseka Times Republic newspaper on December 7, 2015 - This is the primary Iroquois County newspaper.
- Herscher Pilot newspaper on December 7, 2015
- [KCC Weekly Update](#) - the college newsletter on December 7, 2015
- KCC website the week of December 7, 2015
<http://www.kcc.edu/faculty/aqip/Invitation/index.asp>

- Daily Journal newspaper article on December 7, 2015
 - Herald (Bradley/Bourbonnais) newspaper article on December 7, 2015
5. In cases where comments are of a sensitive nature, the Commission staff will ensure that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, Commission staff may redact the identifying information of the commenter or summarize the comment.

Worksheet for Use by Institutions on Assignment of Credit Hours and on Clock Hours

Instructions

This worksheet should be completed by the person(s) at the institution who know the most about the institution's calendar and credit hour assignments; at many institutions the registrar may be the appropriate person to complete this assignment. The person(s) completing the assignment should work closely with the institution's financial aid officer to ensure consistency between what is reported to the Commission on this form and what is reported to the U.S. Department of Education.

Purpose of this form. This form provides the evaluation team with a single source of information about the institution's calendar, credit hour policies, and total credit hour generation related to the courses for which it provides instruction, and an overview of the institution's pattern of distribution of credit hour assignments. **It is not an inventory of every course the institution offers.** The institution should:

- report on academic terms and credit for courses that support the institution's certificate and degree programs;
- include notes or other brief explanation in this form where appropriate to explain the allocation of credit hours;
- estimate or round off where appropriate;
- **not** include prior learning, transfer, etc., wherein the institution awards credit but does not provide instruction associated with that credit.

Appendix A. Credits and Program Length. All institutions must complete Appendix A. Institutions that use multiple calendars may need to complete more than one section of Part One.

Appendix A includes these sections:

Part One. Institutional Calendar, Term Length, and Type of Credit

Part Two. Format of Courses and Number of Credits Awarded

Part Three. Policy on Credit Hours

Part Four. Total Credit Hour Generation

Part Five. Clock Hours

Supporting Materials

Appendix B. Clock Hour Worksheet. Institutions should complete Appendix B only if they offer clock-hour courses/programs or are required by the U.S. Department of Education to report certain courses/programs to the Department in clock-hours for Title IV purposes.

Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see 2011-2012 Federal Student Aid Handbook, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that Handbook.

Name of Institution: Kankakee Community College

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester/ Trimester Calendar	Standard Format: 14-17 week term	16 14	1 1
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹	12 6-8 1-4	1 2 16
	Summer Term	8 6	1 1
Quarter Calendar	Standard Format: 10-12 week term		
	Compressed Formats: 2, 5, or other week terms within the quarter calendar ¹		
	Summer Term		

Non-Standard Terms (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

Term		Column 1 Term Length: Number of weeks	Column 2 Number of Starts	Column 3 Type of Credit
Non-Standard Term Calendar	Term One			
	Term Two			
	Term Three			
	Summer Term			

¹If an institution offers a summer term that is different in length than the typical fall semester, it should report summer term information in this section.

Part Two. Format of Courses and Number of Credits Awarded

Guide to Completing this Section

Purpose of this section

This section asks the institution to provide a broad overview of the pattern of instructional hours required for the credit hours it awards. The chart provides a suggested approach for conveying that information to the evaluation team. The institution should feel free to make modifications in the chart or add brief notes as appropriate to explain credit hour awards, particularly in non-standard or compressed format classes.

If the institution offers multiple terms, such as a compressed format term and a regular semester term, it should separate that information, typically by providing a separate chart for each term, so that the team can understand how instructional time is related to credit hour awards in each term. It is important to emphasize that the information in this section need not be extensive as long as it explains credit hour awarding across various formats at the institution.

The institution should not use this section to demonstrate that it assigns credit hours appropriately relative to non-contact hour requirements such as out-of-class group meetings or homework assignments. That issue may be addressed in the institution's credit hour policy, and the team may consider it in the sample of institutional programs it will examine more carefully during the evaluation visit.

Period Reported

An institution may use any recent term that provides a reasonable picture of their credit hour allocations as the basis for reporting in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. The institution should identify on the form what term is being reported.

The institution should complete a separate form for each type of term identified in Part One.

Key to Rows

- **# of Courses**—Count each course offered by the institution in the row corresponding to the number of credits awarded and the column or columns representing the format of delivery through which the course or a section of that course is offered. Do not count sections of the same course if the sections are offered in the same delivery format.
- **# of Meetings**—Enter the total number of class meetings (or equivalent) provided in each course with that credit award during that term; if the number of class meetings varies, enter a range. For distance, correspondence or other formats report on instructional time. Do not include study or other time where students work independently or with other students even though such time may be provided to replace time with a faculty member. Instructional time need not be limited to time spent with all students in the class in a single format.

Include lab or discussion in the number of meetings if they are a required element of the course, do not have a separate course number or credit hour allocation, and if the presence of a lab or discussion is considered significant when the institution assigns credit hours to the course. If lab or discussion does meet these considerations, it need not be reflected in this chart.

- **Meeting Length**—Enter the range (shortest to longest) of meeting times in each category. (*Note that one hour may be 50 minutes of actual instructional time.*)

Key to Columns

- **Column 1–FTF:** For courses where instructors interact with students in the same physical space for approximately 75% or more of the instructional time.
- **Column 2–Mixed FTF:** For courses where instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education.

Note that the above explanations arise from the Commission's distance education protocol. Institutions may use other thresholds for FTF and Mixed FTF provided that they define them clearly and include the definition on this worksheet.

- **Column 3–Distance:** For courses where instructors interact with students through one or more forms of distance delivery.
- **Column 4–Correspondence:** For courses where instructors interact with students through mail or electronic interface according to a typically self-paced schedule.

Federal Definitions of Distance/Correspondence Education:

Distance education/course means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor; and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).

Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education.

- **Column 5–Independent/Directed Study:** For courses where instructors interact with students through a flexible format.
- **Column 6–Weekend College:** Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the same courses offered during the regular day; institutions that offer courses in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructional time as those courses offered by the institution during the regular day need not report evening or weekend courses in this category.
- **Column 7–Internships/Practica:** Some institutions may provide internship or practica experiences for which credits are awarded by the institution. Institutions that have professional schools in medicine, law, nursing, physical therapy, etc. that often require internships or practica with high credit allocations should provide brief summative information about the internships but not need include them in the report form.

Some Examples

- *If the institution offers Calculus 210, a three credit-hour course, in FTF and distance formats as well as through the Weekend College, the course should be reported in the row for 3 credits and once in each of those columns.*
- *If the institution offers that course in a full 14-17 week standard format as well as in a compressed format, the course should be reported on one form for the standard form and in a separate form for the compressed format.*
- *If in the FTF format instructors meet with students two times per week for 1.5 hours per meeting for the 14 weeks of the term, report the # of meetings as 28 meetings, and the length of each meeting as 1.5 hours.*

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: **Fall 2014, 16 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent/Directed Study Courses	6. Weekend College	7. Internship/Practicum Courses
1 Credit	# of courses	2	2			4		
	# of meetings	32	16			Flexible		
	Meeting length	50-75min	50-75min			Flexible		
2 Credits	# of courses	5	1	1				1
	# of meetings	16-80	1-32	Online format				16
	Meeting length	50-110min	60min	Online format				3.5hrs
3 Credits	# of courses	101	18	27		13		
	# of meetings	16-80	1-32	Online format		Flexible		
	Meeting length	30min-6hrs	50min-2.5hrs	Online format		Flexible		
4 Credits	# of courses	51	11	2		2		
	# of meetings	16-80	1-48	Online format		Flexible		
	Meeting length	50min-9hrs	50min-4.5hrs	Online format		Flexible		
5 Credits	# of courses	6	1					
	# of meetings	16-80	16					
	Meeting length	50min-3.5hrs	4.5					
6 Credits ¹	# of courses	3						
	# of meetings	16-32						
	Meeting length	3.5-12hrs						
7 Credits ¹	# of courses	1						
	# of meetings	32						
	Meeting length	3.5hrs						
8 Credits ¹	# of courses	5						
	# of meetings	16-48						
	Meeting length	2.5-9hr						
9 Credits ¹	# of courses	2						
	# of meetings	16-32						
	Meeting length	2.5-8hr						
15 Credits ¹	# of courses	1						
	# of meetings	32						
	Meeting length	5hr						

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

XRAY-1346	Clinical IV	6	Clinical component, approved by ICCB as a 3:1 program. American Registry of Radiologic Technologists (ARRT) and American Society of Radiologic Technologists (ASRT) drive curriculum standards
XRAY-1316	Clinical I	6	Clinical component, approved by ICCB as a 3:1 program. American Registry of Radiologic Technologists (ARRT) and American Society of Radiologic Technologists (ASRT) drive curriculum standards
RNUR-1106	Introduction to Nursing	6	Clinical component, approved by ICCB as a 2:1 program, approved by State Board of Nursing
PMED-1017	EMT-Basic	7	Clinical hours driven by facility EMS system
PNUR-1138	Practical Nursing I	8	Clinical component, approved by ICCB as a 2:1 program, approved by State Board of Nursing
RESP-1458	Intro to Resp. Critical Care	8	Lecture course with a lab component
RNUR-2138	Nursing--Adult & Child IV	8	Clinical component, approved by ICCB as a 2:1 program, approved by State Board of Nursing
PNUR-1438	Nursing Assistant	8	Clinical component, approved by ICCB as a 2:1 program, approved by State Board of Nursing
RNUR-2119	Nursing--Adult & Child II	9	Clinical component, approved by ICCB as a 2:1 program, approved by State Board of Nursing
RNUR-1129	Nursing--Adult & Child I	9	Clinical component, approved by ICCB as a 2:1 program, approved by State Board of Nursing
PMED-2115	Paramedic I	15	Clinical component, approved by ICCB as 3:1 program, standard driven by Department of Transportation guidelines and EMS code for Paramedic Education (IDPH)

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: **Fall 2014, 14 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
1 Credit	# of courses					1		
	# of meetings					Flexible		
	Meeting length	3	1			Flexible		
2 Credits	# of courses	14	1-14					
	# of meetings	5hr	5.5hr					
	Meeting length	12	1					
3 Credits	# of courses	14-42	14	4				
	# of meetings	55min-3.5hr	8.5hr	Online format				
	Meeting length	6	1	Online format				
4 Credits	# of courses	14-42	14					
	# of meetings	1-5hr	4hr					
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: **Fall 2014, 6-8 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship/ Practicum Courses
1 Credit	# of courses	11	1			3		
	# of meetings	6-16	8			Flexible		
	Meeting length	75-110min	50min			Flexible		
2 Credits	# of courses	16	1			5		
	# of meetings	8-16	1			Flexible		
	Meeting length	100min-4.5hr	60 min			Flexible		
3 Credits	# of courses	7	3					
	# of meetings	16	2					
	Meeting length	100min-4.5hr	60min					
4 Credits	# of courses	11						
	# of meetings	8-16						
	Meeting length	100min-7hr						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
	# of meetings							
	Meeting length							

¹Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: **Fall 2014, 1-4 weeks**

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
1 Credit	# of courses	4						
	# of meetings	1-8						
	Meeting length	100min-5hrs						
2 Credits	# of courses	5						2
	# of meetings	1-8						15-20
	Meeting length	3.5hrs						8.5-11.5hrs
3 Credits	# of courses							
	# of meetings							
	Meeting length							
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
	# of meetings							
	Meeting length							

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution's offerings, it should be reported on with brief information.)

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

Yes* No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide Delivery format specific
 Department-specific Program specific

**Include the institution's credit hour policy in the attachments to this worksheet.*

Section 309.2 of the KCC Board Policy Manual found in the Dropbox provides policy for credit hours and refers to ICCB standards. ICCB standards are articulated in the Administrative Rules of the ICCB. Section 1501.309.b provides rules for Course Credit Hour Determination. Additionally, the credit hour policy is articulated in the Faculty Handbook, found in the Dropbox.

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

9 credit hours is the average load.

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

1,785 Most Recent Fall Term 2014 (identify the year)

1,570 Most Recent Spring Term 2015 identify the year)

Part Five: Clock Hours

IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is not intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should not complete this worksheet.

Answer YES to the statement below **only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.** For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

Yes No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials

The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format.
- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments.
- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog.
- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

Note that the team may ask for additional data to examine credit hour production by educational program and by course. These data may include separate breakdowns for general education as well as by delivery format and by course academic unit (semester, quarter, etc.), by level, by location or by delivery format.

Appendix B: Clock Hour Worksheet

**Important. Please review the following instructions.
Only certain institutions must complete this worksheet.**

Complete this worksheet **ONLY IF** the institution answered YES in Part 5 of Appendix A indicating that the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8) 1 semester or trimester hour must include at least 37.5 clock hours of instruction 1 quarter hour must include at least 25 clock hours of instruction
--

Name of Institution: _____

Identify the academic programs that are reportable in clock hours based on the information above. (The institution may attach a separate list.)

Explain the institution's credit to clock hour conversion policy.

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.