



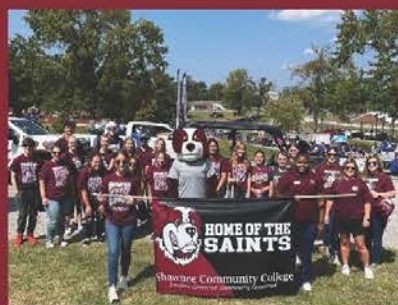
Shawnee Community College

8364 Shawnee College Road

Ullin, Illinois 62992

shawneecc.edu

Budget for Fiscal Year 2023-2024





GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

PRESENTED TO

**Shawnee Community College
Illinois**

For the Fiscal Year Beginning

July 01, 2022

Christopher P. Morill

Executive Director

TABLE OF CONTENTS

<u>President's Introduction</u>	4
<u>Mission, Vision, Philosophy, Values</u>	5
<u>We Are Shawnee</u>	
History of Shawnee	6
Communities and What We Offer	7
Board of Trustees	8
<u>Organizational Analysis</u>	9
Overall Organizational Layout	10
Executive Branch	11
Administrative Services	12
Student Affairs	13
Academic Affairs	14
<u>Institutional Effectiveness</u>	
Effectiveness Model	15
Strategic Planning Process	16
Strategic Plan Overview, Table 1	17
Strategic Plan Goal 1, Table 2	18
Strategic Plan Goal 2, Table 3	19
Strategic Plan Goal 3, Table 4	20
Strategic Plan Goal 4, Table 5	21
<u>Budget</u>	
Planning Process	22
Departmental Program Goals	23
SCC Assessment Entities	24
Academic Affairs Strategic Plan Goal	25-28
Budgetary Purpose	29
Statutory Authority in Budget Process and Public Involvement	30
Budget Timeline	31
Budget Message	32
Budget in Brief	33
Basis of Budgeting	34
Changes to SCC FY24 Budget between First and Second Read	35
<u>Fund Details</u>	
Fund Organization Chart	36
Fund Descriptions	37-38
College Program Descriptions	39
Department to Program to Fund Matrix	40
Revenue / Tuition and Fee Revenue	41-42
State Revenue	43
Property Taxes and Corporate Personal Property Replacement Tax	44
Restricted Purpose Fund Grant Revenue	45-46

Shawnee Community College
Fiscal Year 2024 Budget

Expenditures	47
Position Summary Schedule	48
Capital Outlay Projects	49-51
Operating Funds - Education Fund & Operations And Maintenance Fund	52
Shawnee Community College FY24 Budget	53
Shawnee Community College FY23 Budget	54
Shawnee Community College FY22 Budget	55

Long Term Forecasting

Long Term Financial Planning	56
Revenue Projections FY24 - FY29	57
Expenditure Projections FY24 - FY29	58
Revenue Projections	59
Expenditure Projections	60
Fund Balance Comparison to Reserve Target	61
Debt Obligations	62

Statistical

Reimbursable Credit Hours FY19 - FY23	63
Fall Enrollment by Age	64
Fall Enrollment by Enrollment Status	65
Fall Enrollment by Ethnicity	66
Fall Student Enrollment Headcount & FTE	67
Fall Enrollment by Full Time or Part Time Status	68
Fall Enrollment by Gender	69
High School Matriculation to Fall after Graduation	70
Average Academic Credits per Head	71
Noncredit Course Enrollment by Activity	72
Noncredit Course Enrollment by Age	73
Noncredit Course Enrollment by Gender	74
Noncredit Course Enrollment by Instructional Site	75
Noncredit Course Enrollment by Ethnicity	76
Population, Median Home Value and Median Income	77
Unemployment Trend over Time	78
Market Values of Owner-Occupied Units	79
Household Income Comparison	80
Employment by Occupation	81
Employment by Industry	82

Policy and Procedures

Financial Planning Policy	83
Budget, Forecasting, Developing, & Adoption Policy	84
Financial Condition Policy	85
Asset Protection Policy	86
Strategic Planning Policy	87
Management of Financial Reserves	88-89
Bond and Indebtedness Procedure	90-91

Appendices

Appendix A - Glossary	92-96
Appendix B - Acronyms	97-99

PRESIDENT'S INTRODUCTION

Over the last three years, the College has made incredible progress towards transforming our institution in ways that position us to be more agile, transparent, and responsive to the future needs of our students and community. As we begin our new fiscal year, it is prudent to reflect on impending challenges and envision a future that strategically positions our college for continued growth and innovation as the landscape of higher education continues to evolve in potentially disruptive ways. As we consider the economic, demographic, and technological opportunities and challenges ahead, it is important for us to employ a strategic and adaptive approach to financial planning so innovation, resilience, relevance, and growth can be sustained.

In a review of future challenges, which range from the need to adapt our business model in ways that meet the 24-7 continuous 365 demands of future students, to address financial constraints exacerbated by external factors, we must approach our financial planning with optimism and a steadfast determination. By doing so, opportunities for creativity, innovation, and transformation will emerge in ways that will ensure our academic and student support environment continues to thrive.

To those ends, this budget is not merely a financial document but a roadmap that aligns our fiscal priorities with our strategic initiatives. As we make tough decisions to navigate the current landscape, we must simultaneously invest in initiatives that position our college as innovators, fostering an environment where students, faculty, and staff can flourish. Doing so makes us stronger, more adaptable, and poised for future success.

Moreover, this budget reflects investment in key strategic initiatives such as guided pathways, continued expansion of high fidelity simulated learning experiences, aggressive experimentation in the realm of VR/AR learning technology, expansion of our digital infrastructure, and purposeful investment in our physical infrastructure, should lead to more flexible (e.g. unbundled, outcome driven, adaptive, and self-directed) learning activities for students. Further, this budget also reflects continued investment in employee development efforts aimed at strengthening our ability to provide high-touch, just-in-time, 24-7 continuous 365 customer-focused service for our students and community should help increase our distinctiveness from regional higher education institutions – enhancing our competitive advantage.

Clearly, maintaining a robust and stable financial foundation is critical to fulfilling our commitment to student success and advancing our community. As such, this budget and long-term financial forecast, demonstrates a comprehensive and sustainable financial investment in our future. Through an alignment of resources with our strategic initiatives, with input from individuals throughout the organization, the FY24 budget is balanced.

Finally, balancing our civic mission with a more pragmatic need to prepare students for a life-sustaining career to fuel our economy isn't easy, especially in the face of political and demographic headwinds. In a time unlike any other, Shawnee continues to grow stronger and more connected with our community. Together, we are advancing the initiatives outlined in our ambitious strategic plan and directing resources towards achieving them. By doing so, the College continues to evolve by offering flexible, accessible, and relevant educational experiences, as careful stewards of the resources entrusted to us, now and for the future. Lastly, in the spirit of collaboration and transparency, we invite feedback and engagement from all parties.



MISSION

Shawnee Community College's mission is to serve the needs of the students and our diverse community by providing quality higher education, community education, training, and services that are accessible, affordable, and promote life-long learning.

VISION STATEMENT

Student Centered, Community Connected

PHILOSOPHY STATEMENT

Shawnee Community College promotes student learning through the values of the community college concept, recognizing the uniqueness of each individual and the diversity of his/her needs. The College is dedicated to utilizing the resources of the institution to provide a comprehensive program to meet those diverse needs and improve the quality of life for each individual. Education is the key to preparing individuals to confront the economic, social, and multicultural issues of this century.

The College takes pride in providing quality educational and training programs that incorporate the most recent technologies to meet the ever-changing needs of our students and district residents.

Shawnee Community College is dedicated to providing quality, cost-effective, comprehensive programs to all individuals within the district and the region who can benefit from such activities. The College strives for continuous improvement through the evaluation of programs, institutional effectiveness, and through assessment of student academic achievement.

The College maintains an "open-door" admissions policy, thus providing educational, economic, and community service opportunities to all, regardless of race, sex, religion, ethnic origin, marital status, handicap, or socioeconomic level.

To the extent permitted by fiscal resources, technical expertise, and inter-agency cooperation, Shawnee Community College is dedicated to the district's future and being a part of it.

CORE VALUES

- ❖ Life-long Learning
- ❖ Role as a Change Agent for the Public Good
- ❖ Equal Access to Educational Opportunities for all Citizens
- ❖ Multicultural Diversity within a Pluralistic Society
- ❖ The Dignity and Worth of Individuals
- ❖ Systematic and Participatory Management Approach to Decision Making
- ❖ Reciprocal Relationship with the Community
- ❖ Prudent Utilization of Resources

WE ARE SHAWNEE

Shawnee Community College (SCC) was founded in 1967 as Shawnee College to allow students from Community College District #531 the opportunity to receive post-secondary education similar to university curriculum. Authorized by the Illinois General Assembly and signed by Illinois Governor Otto Kerner, Jr. in 1961, the legislation enacted created the Illinois Board of Higher Education (IBHE). The IBHE was tasked by statute with formulating a Master Plan for Higher Education in the state of Illinois. In July 1964, the higher education master plan was published by the IBHE, which led to the Junior College Act of 1965. Soon thereafter, Shawnee Community College was organized as a Class 1 Community College in September 1967. The initial Board of Trustees were selected in December of the same year. The college officially opened on September 24, 1969. It was later renamed in 1987 to Shawnee Community College.

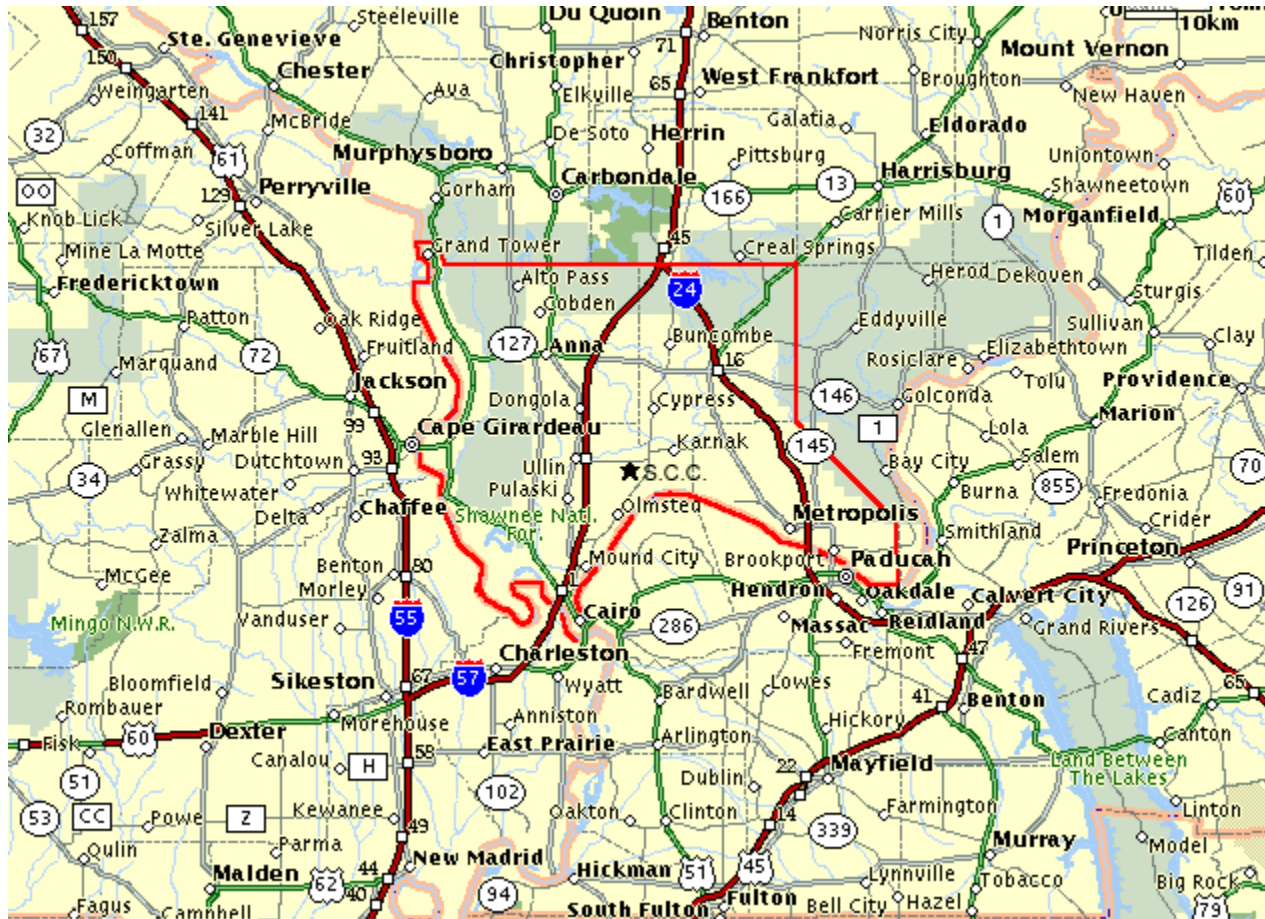
Shawnee College 1970



The main campus of Shawnee Community College is located seven miles east of Interstate 57 at exit 18. The site consists of 153 acres which houses the main campus and facilities. The original campus buildings, now known as the “Rustic Campus” were erected during the summer of 1969. The main campus buildings were later constructed in 1976. A 21,000 square-foot addition was built onto the main campus and completed in January 1989. The new addition included a biology laboratory, a nursing laboratory, general classrooms and large-group meeting room. In 2000, SCC opened a 33,000 square foot Educational Center that serves as both an electronic classroom, meeting room, and theater for performing arts. In 2004, SCC officially opened the Massac County Extension Center located in the Metropolis City Industrial Park. In August 2008, SCC Main Campus began constructing a 22,000 square foot Medical Arts building, which was completed in 2010. SCC was not done growing yet, in 2013, the Main Campus constructed another building which became home to the Technical Educational Center for vocational and trade schools.

COMMUNITIES WE SERVE

Shawnee Community College was organized as a Class I community college in September of 1967. Created to serve Southern Illinois and all who live in our communities, the college covers all of Alexander, Massac, Pulaski, Union, and parts of Johnson and Jackson Counties.



ABOUT SHAWNEE COMMUNITY COLLEGE

Shawnee Community College offers over 40 associate degrees, diplomas, and certificate programs. We provide numerous options for incoming students depending on their career path. SCC offers specialties in healthcare, business, accounting, agri-business and information technology. Recent programs added to SCC's trades program include our CDL Truck Training Program, Welding Program, and Automotive Program. SCC serves approximately 3,500 individuals in both credit and non-credit programs across all locations in the communities of Alexander, Johnson, Massac, Pulaski, and Union Counties.

ILLINOIS COMMUNITY COLLEGE DISTRICT NO. 531 Board of Trustees



Steve Heisner
Chairperson



Andrea Witthoft
Vice - Chairperson



Deborah Shelton-Yates
Liaison to Saints Foundation



Tiffany Schultz
Trustee



Nancy Holt
Trustee



James Darden
Trustee, ICCTA Representative



April Moore
Secretary



Enrico Esguerra
Student Trustee

The members of the Shawnee Community College Board of Trustees comply with the Community College Trustee state law that mandates leadership in accordance with SB 2174 (Public Act 99-0692). The law requires all community college trustees elected and appointed after January 1, 2017 to complete four hours of training during their first, third, and fifth years in office. It is also required by law that each community college district maintain a listing of all board members who have successfully completed the training, as well as those who have not. In order for a community college trustee to obtain credit for training, the program must be offered by the Illinois Community College Trustees Association (ICCTA) or provider of the Illinois Community College Board. (ICCB).

The following trustees have successfully completed their 1st year of term training:

- ❖ Steve Heisner
- ❖ Andrea Whittoft
- ❖ Deborah Shelton-Yates
- ❖ Tiffany Schultz
- ❖ James Darden
- ❖ Nancy Holt
- ❖ April Moore

ORGANIZATIONAL ANALYSIS

Organizational effectiveness in an educational institution is often influenced by the collaboration and synergy among key stakeholders, including the Community, Board of Trustees, President, and Vice Presidents. Each of these entities plays a unique role in shaping the institution's mission, vision, and overall effectiveness. Here's how they contribute to SCC.

1. Community Involvement:

- **Support and Engagement:** A strong relationship with the Community is crucial for SCC. Engaging the community helps in garnering support, building a positive reputation, and ensuring that the institution aligns with the needs and expectations of its stakeholders.
- **Resource Mobilization:** The Community can contribute resources, both financial and non-financial. This support can be vital for the institution's growth and sustainability.

2. Board of Trustees:

- **Governance and Oversight:** The Board of Trustees provides governance and oversight to ensure the institution operates effectively and ethically. They set policies, approve budgets, and make strategic decisions.
- **Financial Stewardship:** Trustees are often responsible for financial oversight, ensuring the institution's fiscal health and sustainability. They play a key role in fundraising and financial planning.

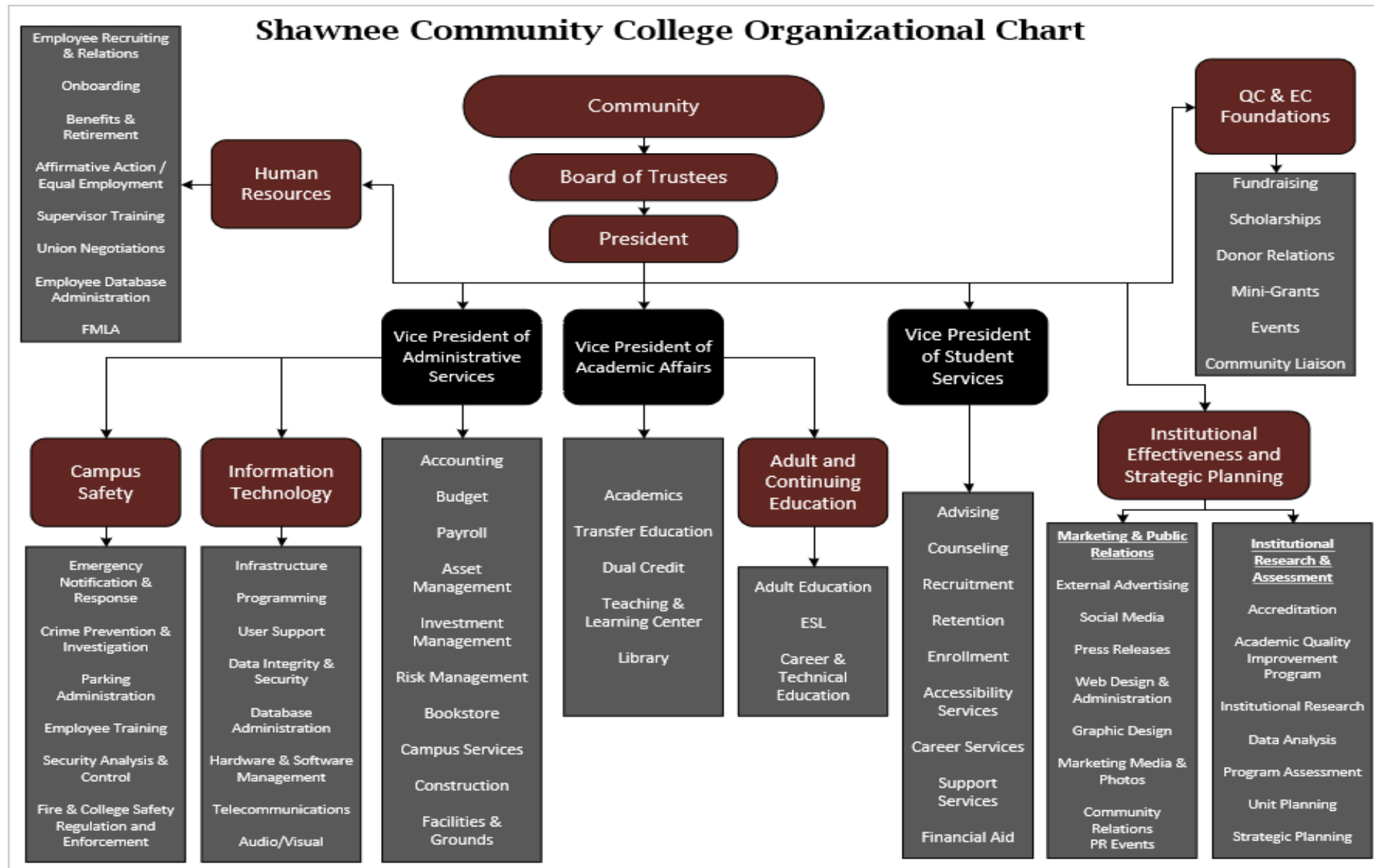
3. President:

- **Leadership and Vision:** The President is a key figure in setting the institution's strategic direction and fostering a shared vision. Effective leadership inspires confidence and motivates stakeholders towards common goals.
- **External Relations:** The President often serves as the face of the institution, representing it to external stakeholders, including government bodies, donors, and the broader community.

4. Vice Presidents:

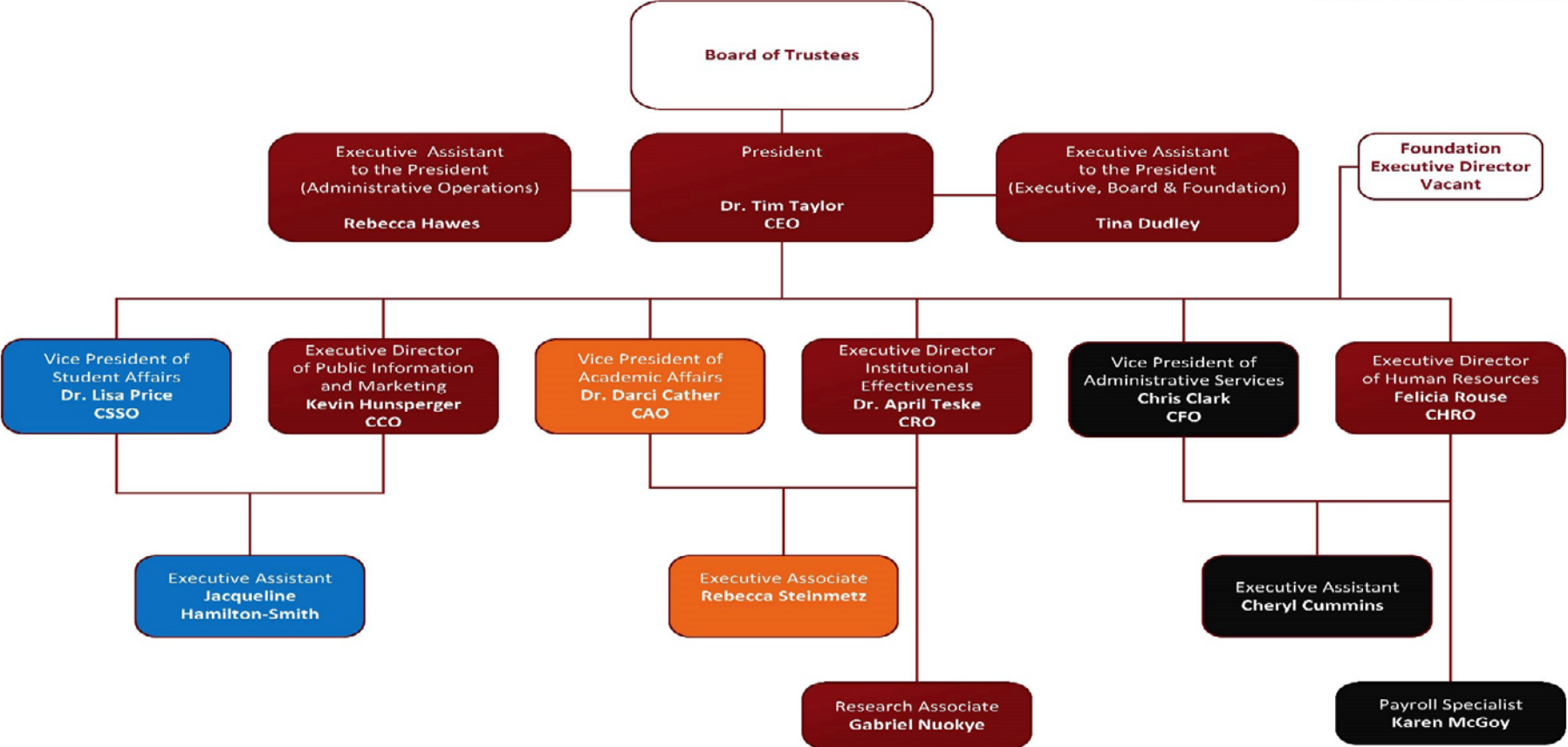
- **Academic Leadership:** Vice President of Academic Affairs (VPAA), is responsible for overseeing academic programs, faculty development, and ensuring the educational quality of the institution.
- **Administrative Functions:** Vice President of Administrative Services (VPAS) is responsible for areas such as finance, information technology, and facilities, contributing to the smooth functioning of the institution within these domains.
- **Student Affairs Leadership:** Vice President of Student Affairs (VPSA) is a key administrative role in educational institutions. This position oversees a range of services and programs that contribute to the overall well-being, development, and success of students, such as advisement, financial aid, accessibility services, and student organizations

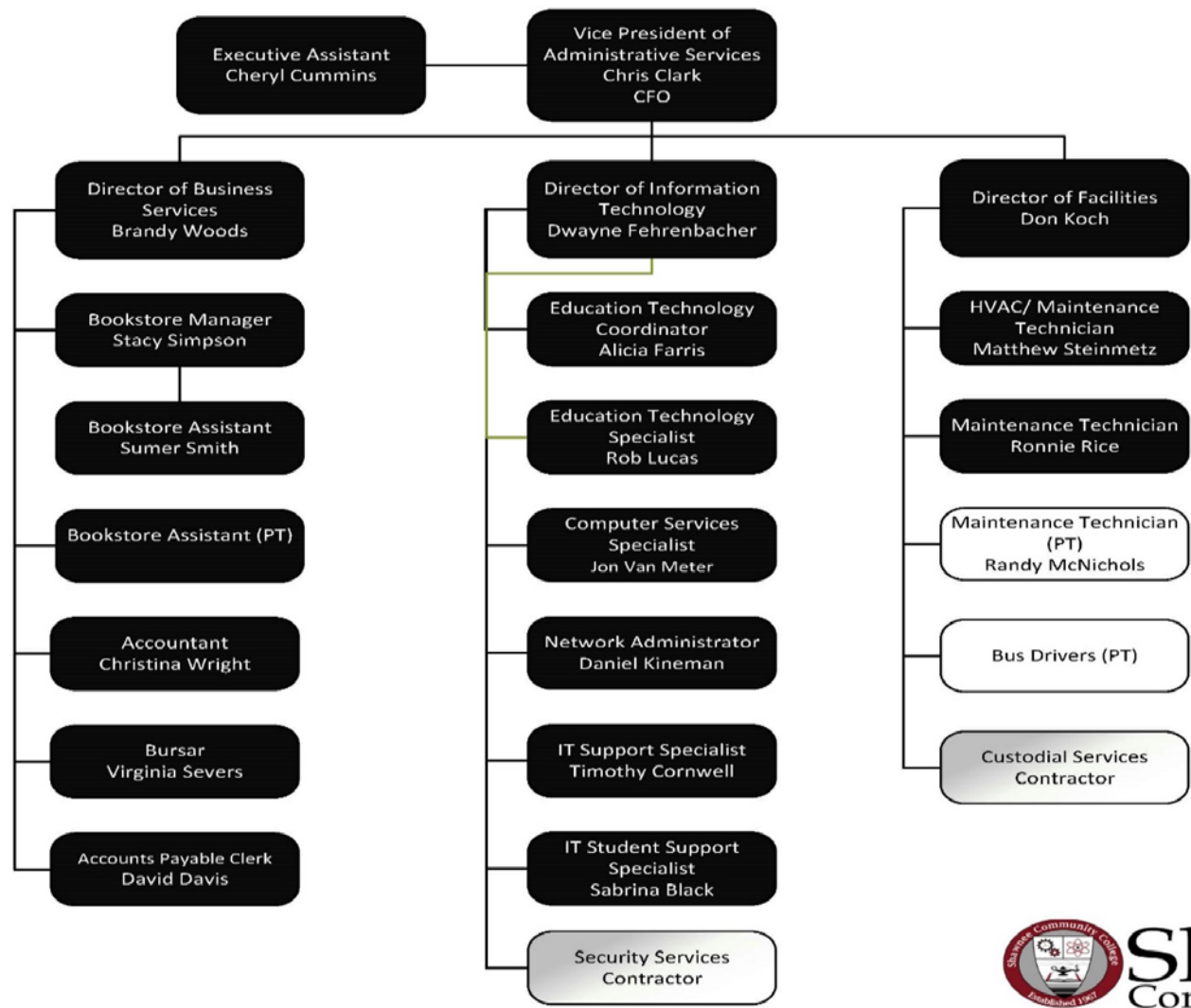
By fostering collaboration, effective governance, and a shared commitment to the institution's mission, SCC can enhance our overall effectiveness and better serve our students and communities.



ORGANIZATIONAL OVERVIEW

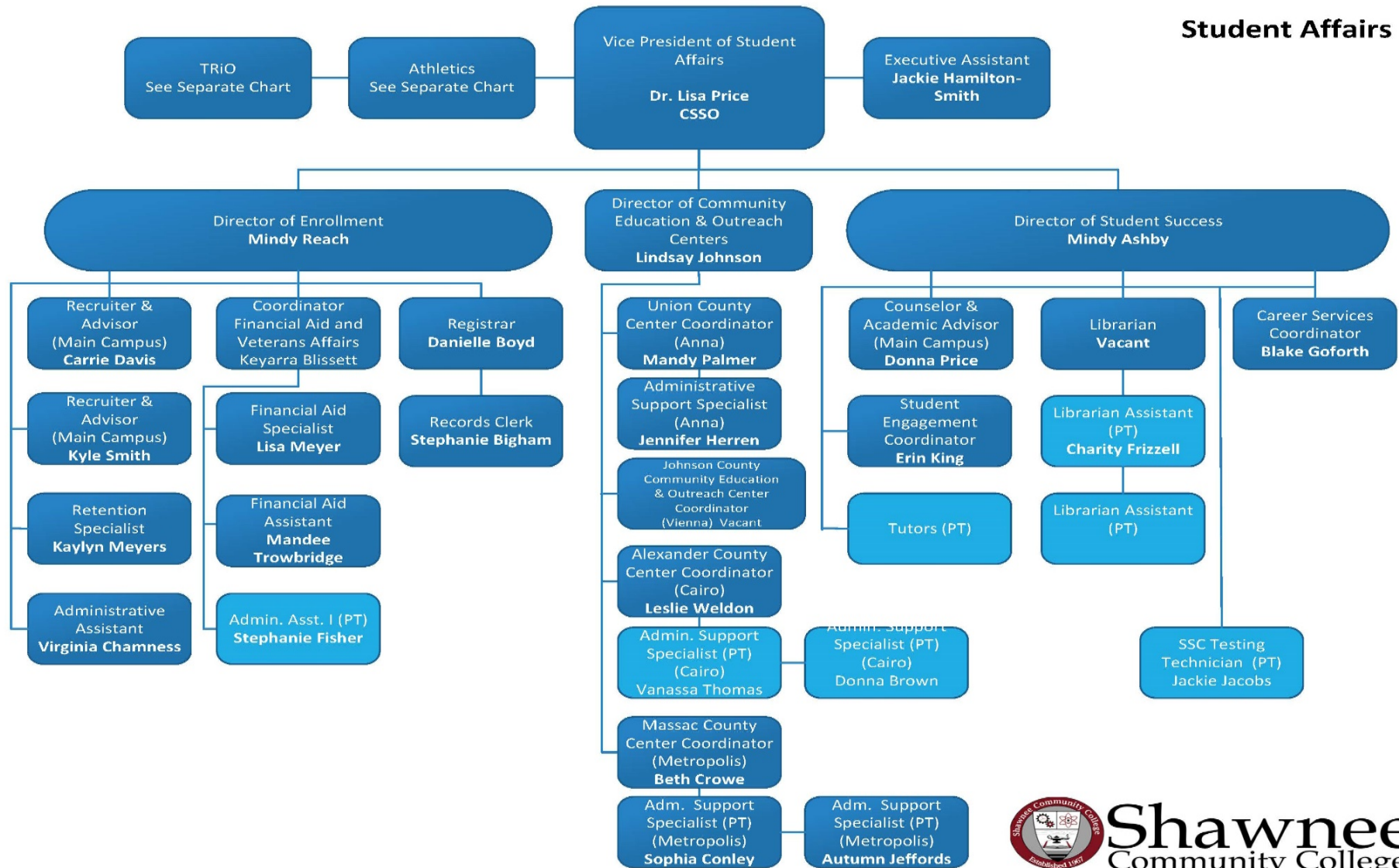
Executive Office





Administrative Services

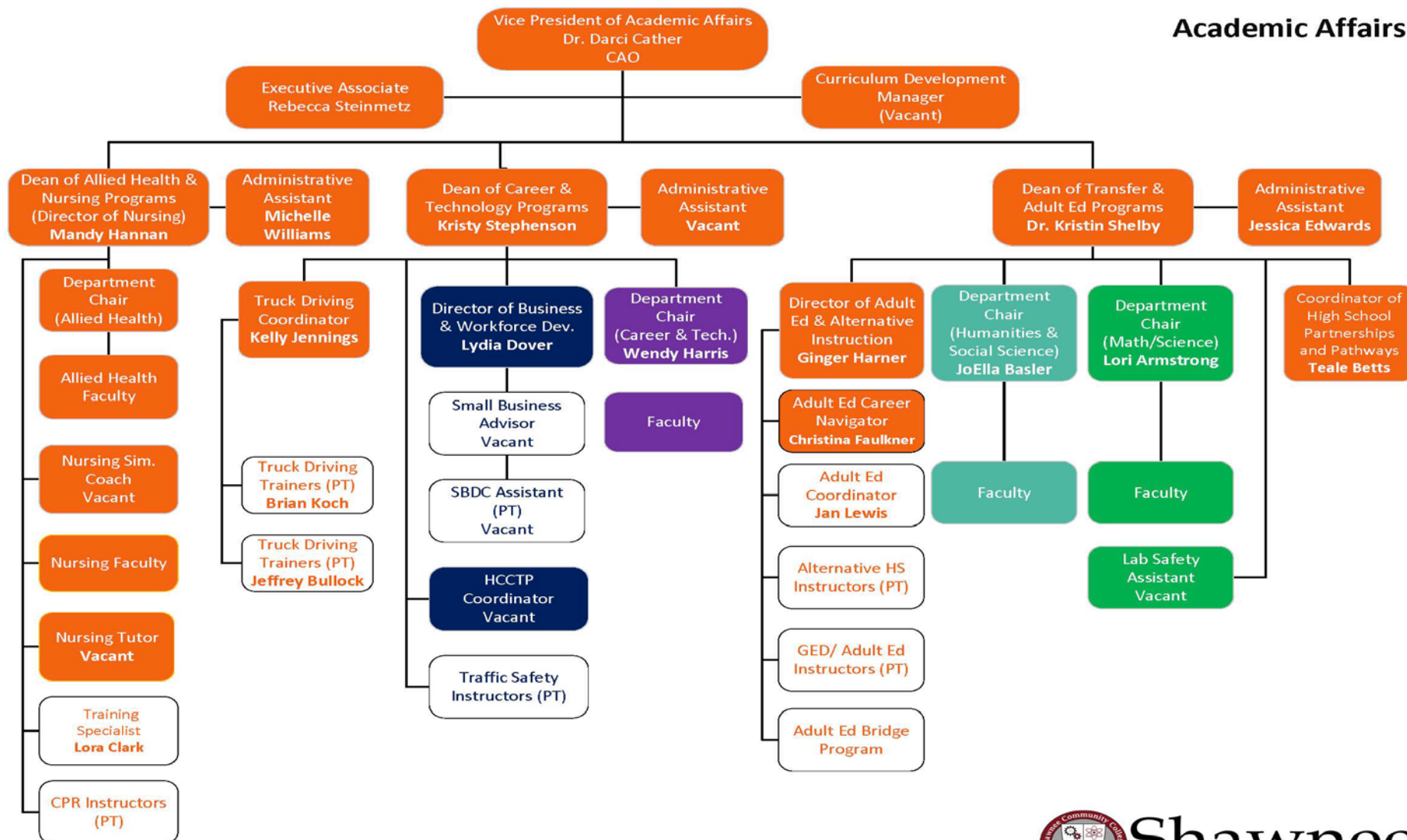
Student Affairs



Shawnee
Community College

10.16.23

Academic Affairs



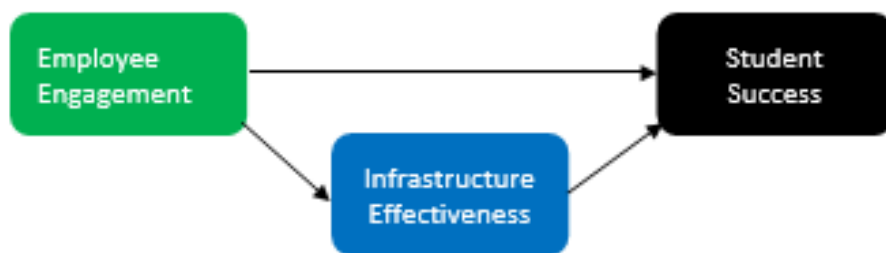
INSTITUTIONAL EFFECTIVENESS

The Office of Institutional Effectiveness collects, analyzes, and disseminates internal and external data/information to support the college in data-informed decision-making along with developing creative solutions that improve institutional effectiveness, accountability, and student success.

Institutional Effectiveness supports services for administration, faculty, staff, students, and the Board of Trustees.

THE EFFECTIVENESS MODEL

The [Shawnee Community College Effectiveness System \(SCCES\)](#) originated from professional research in which thousands of qualitative data points (from community college students and employees) were used to construct the initial instrument. Further, metrics found in the model can be used to create accountability and organizational alignment. In addition, the model can be effectively used to facilitate (and document) the lifecycle of Higher Learning Commission (HLC) activities. The model is inclusive of measures from other community college assessment tools including the Achieving the Dream (ATD) project, the Community College Benchmark Project (CCBP), and the Voluntary Framework of Accountability (VFA). Finally, and most importantly, history has shown that the implementation of just the Student Success elements of the model at other community colleges have demonstrated positive results for students, the College, and the community.



The overarching framework for the model includes three foundational elements: Employee Engagement, Infrastructure Effectiveness, and Student Success. Together, these elements form a simple system – making this a “systems model.” A simple system is generally recognized to have three elements-input, process, output. For SCCES, the input is Employee Engagement; the process is Infrastructure Effectiveness; and the output is Student Success. Understanding the relationship between the system elements and how they potentially interact with each other is critical.

For example, in this system, Engaged Employees (input) working through Effective Infrastructures (process) create Student Success. This relationship suggests that changes made to influence improvements in the employee engagement system, would likely influence both infrastructure effectiveness (i.e., performance) and student success. Further, changes aimed at improving the College’s infrastructure by engaged employees, would also likely improve student success. Knowing these relationships helps the College prioritize potential strategic actions.

The Key Performance Indicators (KPIs) in the SCCES model are the indicators that inform the decision-making, planning, and effectiveness of the College. These KPIs are woven into [Board of Trustee Strategic Outcomes Policies](#), [Strategic Outcomes Policy monitoring reports](#), the College Strategic Plan, and department/program-level assessment and action plan documents.

STRATEGIC PLANNING PROCESS

Development of the Strategic Plan

During the 2021-2020 academic year, the College conducted an in-depth evaluation of its performance from a status (i.e., what's being done), readiness (i.e., what can be done) and best practice (i.e. what should be done) perspective using the [Shawnee Community College Effectiveness System \(SCCES\)](#), explained in the previous section.

The three foundational elements of SCCES, Employee Engagement, Infrastructure Effectiveness, and Student Success, are the pillars of the SCC Strategic Plan, as seen in Table 1, the [Strategic Plan Overview](#), below.

A baseline of the SCCES Key Performance Indicators (KPIs) in these three elements was collected and analyzed, culminating in a [College Status Report](#) in June 2021, to determine strengths and areas for improvement. This College Status Report, combined with the results of stakeholder meetings, consequently led to the revision of the College's 2018-2025 strategic plan. The newly revised [2021-2025 Strategic Plan](#) was adopted, and the KPIs were incorporated as measures of performance and the necessary resources to fund each strategy were initially allocated. Additionally, the Board of Trustees and SCC employees (through a Shared Governance model) are revising all policies, which incorporate the KPIs as performance measures. Therefore, SCC now has a deliberately aligned institutional effectiveness system that is informed by data, a [Strategic Plan](#) appropriate to our [mission](#), and clearly defined goals and strategies that will achieve the ambitious and attainable enrollment target of 40,000 reimbursable credit hours ($\approx 1,350$ FTE).

Integration of Financial and Non-Financial Goals

As can be seen in the [Strategic Plan Tables](#) 2-5, there are both financial and non-financial strategies included. There is a deliberate effort to integrate non-financial elements within the strategies with college budgeting and financial processes. For example, [1.4](#) speaks directly to the Academic Affairs' efforts to develop workforce training opportunities to our service area businesses to promote economic development in the community. In doing so, revenue is generated through workforce contracts that influences decision made in the budgeting process. [2.1](#) speaks to streamlining student intake processes in Student Affairs to empower students to make more informed decisions. These strategies involve employee professional development and the purchase of hardware and software that will be an expense that must be accounted for in the budgeting process and long-term financial plan. The College has implemented a robust [budget timeline and cycle](#) that incorporates the program-level annual Continuous Quality Improvement (CQI) planning to ensure employee involvement in the budget development and financial planning processes, which is explained in the next section. An annual update is made to the Strategic Plan to ensure resources needed to fund each strategy are adjusted to assist with budgeting and long-term decision-making.

Table 1. Strategic Plan Overview

<u>SCC Strategic Plan 2021-2025</u> <u>Goals and Objectives</u>		
<u>STUDENT SUCCESS</u>	<u>EMPLOYEE ENGAGEMENT</u>	<u>INFRASTRUCTURE EFFECTIVENESS</u>
Goal 1: Identify and Develop Programs that Meet the Educational Needs of Our Community and Region. 1.1 Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students. 1.2 Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area. 1.3 Strengthen partnerships with local business leadership and community stakeholders. 1.4 Develop workforce training partnerships with regional employers to promote economic development and job creation in the community. Goal 2: Increase Student Completion 10% by FY23. 2.1 Streamline student intake processes in ways that empower students to make informed program and course decisions. 2.2 Experiment with classroom delivery strategies to determine impact on enrollment, retention, persistence, and completion. 2.3 Increase non-traditional student enrollment, retention, persistence, and completion. 2.4 Accelerate the time it takes for students to complete development courses and achieve success in college-level gatekeeper courses. 2.5 Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course.	Goal 3: Strengthen College Processes and Systems in Ways that Create an Institutional Culture of Excellence, Inclusiveness, Engagement, Accountability, and Mutual Respect. 3.1 Integrate elements of diversity, equity, and inclusion into all College systems and processes. 3.2 Increase employee talent, technical capability, and leadership skills. 3.3 Align organizational structure to achieve strategic results. 3.4 Improve shared governance processes. 3.5 Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community.	Goal 4: Strengthen the College's Infrastructure in Ways that Promotes Student Learning, Completion, and Institutional Sustainability. 4.1 Implement a data-driven institutional effectiveness evaluation model. 4.2 Improve teaching and learning processes. 4.3 Improve course scheduling processes. 4.4 Align marketing & recruiting processes with enrollment goals. 4.5 Improve post-graduate and alumni services. 4.6 Improve budget development and resource allocation processes. 4.7 Ensure technology infrastructure supports student learning, student success, and administrative needs. 4.8 Ensure facilities supports student learning, student success, and administrative needs. 4.9 Develop a long-term financial plan.

Table 2. Strategic Plan Goal 1

SCC Strategic Plan 2021-2025 Goal 1 Objectives and Strategies	
1.1 Articulate baccalaureate and career/technical programs with regional universities; create seamless transfer opportunities for students. Strategy (A): Implement the Saluki Step Ahead initiative. Strategy (B): Articulate ADN program with regional Universities. Strategy (C): Review, renew, and revise (as appropriate) current articulation agreements. Strategy (D): Improve articulation agreement landing page.	1.2 Enhance academic programs in ways that strengthen the alignment between student learning and employment opportunities in our service area. Strategy (A): Expand Truck Driving program to Metropolis and Cairo Extension Centers. Strategy (B): Increase capacity and enhance ADN program. Strategy (C): Improve Automotive Technology program. Strategy (D): Integrate high-definition cadaver training experiences into the College's Life Science courses. Strategy (E): Pilot the use of A/R and/or M/R to enhance learning in select courses. Strategy (F): Implement the Medical Assistant Program. Strategy (G): Evaluate potential expansion of the HVAC program. Strategy (H): Evaluate feasibility of expanding the Diesel Technology program. Strategy (I): Evaluate the feasibility of developing a Construction Equipment Operator program. Strategy (J): Evaluate the feasibility of developing an Industrial Mechanics program. Strategy (K): Explore options to improve relevance of Information Technology programs. Strategy (L): Explore options to improve relevance of the Health Information Technology program. Strategy (M): Evaluate the feasibility of providing academic programming at the Shawnee and Vienna Correctional facilities. Strategy (N): Evaluate and optimize athletic programming. Strategy (O): Develop measures and targets for CTE program performance.
1.3 Strengthen partnerships with local business leadership and community stakeholders. Strategy (A): Strengthen Advisory Committees and ensure all CTE programs conduct at least bi-annual meetings. Strategy (B): Engage President's Community Advisory Committee members to host an annual community forum event. Strategy (C): Strengthen relationships with local Chambers of Commerce. Strategy (D): Establish a <u>College</u> presence at County Board Meetings in all five Counties. Strategy (E): Establish a <u>College</u> presence at City Council Meetings throughout the College's service area. Strategy (F): Strengthen College presence with Southern 5 Regional Planning District & Development Commission. Strategy (G): Strengthen College presence with Southern 14 Workforce Investment Board. Strategy (H): Strengthen College presence with Local K-12 School Boards.	
1.4 Develop workforce training partnerships with regional employers to promote economic development and job creation in the community. Strategy (A): Assist Aeriz with the development of their workforce. Strategy (B): Assist Harrah's Casino with the development of their workforce. Strategy (C): Develop a proposal for the Illinois Department of Corrections to train employees at the Shawnee and Vienna Correctional Centers. Strategy (D): Establish a Minority Business Council to facilitate business growth and development throughout our service area. Strategy (E): Implement a plan to provide professional development opportunities for workers who need to maintain licensure and certifications.	

Table 3. Strategic Plan Goal 2

SCC Strategic Plan 2021-2025 Goal 2 Objectives and Strategies	
2.1 Streamline student intake processes in ways that empower students to make informed program and course decisions. Strategy (A): Develop digital career pathway blueprints (Program Planning Guides) for each program of study. Strategy (B): Evaluate placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for program success. Strategy (C): Develop a student orientation process to include a First Year Experience (FYE) initiative. Strategy (D): Create a seamless and consistent advisement and registration experience for students. Strategy (E): Implement an online catalog and student handbook. Strategy (F): Identify and reduce the time it takes to package financial aid awards letters, including online students, and inform student of financial aid options. Strategy (G): Strengthen recruitment messaging focus on student success, academic quality, and value. Strategy (H): Develop a system for managing recruitment processes.	2.2 Experiment with classroom delivery strategies to determine impact on enrollment, retention, persistence, and completion. Strategy (A): Experiment with classroom delivery strategies to determine impact on enrollment, retention, persistence, and completion. Strategy (B): Accelerate student completion of gatekeeper courses. Strategy (C): Encourage and educate transfer students (and family) about the value of completing the IAI GECC core and additional IAI courses prior to transfer. Strategy (D): Expand the utilization of the Retention Alert System to assist students with academic and attendance concerns. Strategy (E): Increase the accuracy, timeliness, and frequency of student contact with Financial Aid office. Strategy (F): Evaluate and optimize student engagement program.
2.3 Increase non-traditional student enrollment, retention, persistence, and completion. Strategy (A): Increase the number of courses offered at each Extension Center Strategy (B): Increase the number of evening and weekend courses offered. Strategy (C): Increase the number of intersession courses offered. Strategy (D): Experiment with different options aimed at accelerating the completion of an AA/AS degree. Strategy (E): Create and execute an enrollment plan that creates financial sustainability for each Extension Center. Strategy (F): Ensure a full spectrum of student support services are continuously available at all Extension Centers.	2.4 Accelerate the time it takes for students to complete development courses and achieve success in college-level gatekeeper courses. Strategy (A): Develop and provide free access to math, reading, and writing refresher modules that could prepare individuals for taking the College Placement Exam. Strategy (B): Work with K-12 institutions to ensure High School graduates test as “college ready” on the Accuplacer entrance exam. Strategy (C): Accelerate developmental reading course sequence. Strategy (D): Accelerate developmental math course sequence. Strategy (E): Accelerate developmental English course sequence. Strategy (F): Develop an alternative pathway for students to complete the developmental sequence. Strategy (G): Bundle developmental units of instruction with college-level courses.
2.5 Accelerate the time it takes for students to complete adult education courses and achieve success in a college-level course. Strategy (A): Expand bridge programming initiatives (BOUNCE) in Adult Education. Strategy (B): Implement Career Cluster Framework throughout ABE & ASE programs. Strategy (C): Design pathways for learners interested in employment or further education, regardless of their skill level at the point of entry. Strategy (D): Integrate financial literacy, life skills, technology, and study skills into all levels of the curriculum. Strategy (E): Align adult education programming with career laddering CTE credentials, certificates and/or degrees that lead to living wage jobs and ensure multiple entry. Strategy (F): Implement an assessment model that considers learners past experiences and workplace skills. Strategy (G): Explore opportunities to link with (and scale) the College’s TRiO SSS learner support efforts aimed at reducing barriers to retention, improving progress, and facilitating transition to postsecondary CTE programs.	

Table 4. Strategic Plan Goal 3

SCC Strategic Plan 2021-2025 Goal 3 Objectives and Strategies	
3.1 Integrate elements of diversity, equity, and inclusion into all College systems and processes. Strategy (A): Establish a Diversity, Equity, and Inclusion (DEI) Committee Strategy (B): Adopt a DEI Board policy. Strategy (C): Increase awareness of diversity, equity, and inclusion through multicultural activities in classrooms and throughout campus. Strategy (D): Link student assessment outcomes of global and cultural awareness core competency to plan future DEI events. Strategy (E): Review administrative policies and procedures to ensure they are free of implicit and explicit biases. Strategy (F): Review and revise HR procedures to ensure equity.	3.2 Increase employee talent, technical capability, and leadership skills. Strategy (A): Provide advanced ERP (Colleague) and CROA training. Strategy (B): Provide customer service training. Strategy (C): Provide advanced training for Microsoft Office products. Strategy (D): Explore the possibility of a establishing an externship (or exchange) experience for interested employees.
3.3 Align organizational structure to achieve strategic results. Strategy (A): Streamline college organizational structure to achieve strategic results. Strategy (B): Perform an organization skills assessment to identify talent gaps. Strategy (C): Create opportunities for cross-skill training.	3.4 Improve shared governance processes. Strategy (A): Establish a formal shared governance structure for <u>College</u> operations. Strategy (B): Revise college policy manual with an emphasis of separating Board policy from administrative policy, procedures, and guidelines. Strategy (C): Implement an inclusive communication plan to support shared governance processes. Strategy (D): Foster a culture that supports open communication, transparency, mutual respect, and personal accountability.
3.5 Amplify employee recruitment, socialization, and inclusion efforts to facilitate a strong sense of teamwork and community. Strategy (A): Establish a new employee orientation process. Strategy (B): Implement an employee exit interview process. Strategy (C): Implement a formal tenure process for full-time faculty. Strategy (D): Create consistent employee recognition processes. Strategy (E): Develop events that promote inclusive employee interaction.	

Table 5. Strategic Plan Goal 4

SCC Strategic Plan 2021-2025 Goal 4 Objectives and Strategies	
4.1 Implement a data-driven institutional effectiveness evaluation model. Strategy (A): Customize Shawnee Community College Effectiveness System (SCCES) to reflect institutional need. Strategy (B): Strengthen SCCES linkage with budget development and reporting processes. Strategy (C): Strengthen SCCES linkage with academic assessment process. Strategy (D): Strengthen SCCES linkage with Capital Improvement process. Strategy (E): Strengthen SCCES linkage with IT infrastructure development process. Strategy (F): Develop data structures to support strategic improvement needs. Strategy (G): Implement Monitoring Reports to support Board Policy Governance process. Strategy (H): Implement a dashboard process to publicly communicate results of College performance. Strategy (I): Create an institutional data book and post on web.	4.2 Improve teaching and learning processes. Strategy (A): Strengthen core competency assessment practices. Strategy (B): Strengthen CTE program review practices. Strategy (C): Strengthen academic discipline program review practices Strategy (D): Create and implement CTE program development standards. Strategy (E): Perform a dual credit program impact study. Strategy (F): <u>Examine student success in light of course delivery methodology</u> 4.3 Improve course scheduling processes. Strategy (A): Develop guidelines for course schedule development. Strategy (B): Expand Hybrid Course delivery. Strategy (C): Improve the accuracy and timeliness of the course scheduling process.
4.4 Align marketing & recruiting processes with enrollment goals. Strategy (A): Strengthen recruitment messaging focus on student success, academic quality, and value. Strategy (B): Optimize website for eCommerce, strengthen interaction with mobile technology, and increase integration with social media. Strategy (C): Develop a virtual campus tour. Strategy (D): Align College's branding with enrollment goals.	4.5 Improve post-graduate and alumni services. Strategy (A): Enhance career placement services for student graduates. Strategy (B): Improve graduate response rates for 6-month graduate follow-up process. Strategy (C): Survey employers of graduates to determine their perception and satisfaction of graduate's preparedness for the workplace. Strategy (D): Implement a 5-year longitudinal study of graduate earnings and job performance Strategy (E): Implement post-graduate findings with marketing and recruitment processes. Strategy (F): Establish an alumni development process.
4.6 Improve budget development and resource allocation processes. Strategy (A): Engage Board Finance Committee in the budget development and allocation process. Strategy (B): Revise budget submission document to reflect Board preferences and priorities. Strategy (C): Increase employee involvement in the budget development process. Strategy (D): Submit budget to Government Finance Officers Association (GFOA) for consideration of distinguished budget presentation award.	4.7 Ensure technology infrastructure supports student learning, student success, and administrative needs. Strategy (A): Align Information Technology plan with the College's strategic plan. Strategy (B): Evaluate the possibility of conducting a Technology Readiness Assessment (TRA).
4.8 Ensure facilities supports student learning, student success, and administrative needs. Strategy (A): Align capital projects plan with the College's strategic plan. Strategy (B): Evaluate the possibility of conducting a Facility Conditions Assessment (FCA).	4.9 Develop a long-term financial plan. Strategy (A): Develop a rolling three-year tuition strategy. Strategy (B): Develop a debt-management plan.

BUDGET PLANNING PROCESS

This [Budget Process](#) was constructed in a way that allows input from every employee at the College and provides a way for departments (Academic Affairs, Student Affairs, Administrative Services, and Executive Office) to monitor the progress of their respective programs/[entities](#) toward meeting the institutional goals and objectives set forth in the Strategic Plan, as is explained in the following section. The Continuous Quality Improvement (CQI) process is the way in which the College systematically accomplishes this. Resources needed, including any budgetary requests for the following fiscal year, are determined in the CQI process.

The completed CQIs are submitted to the respective departmental Budget Officers (BO) who confer with the department Vice-President. Each department Vice-President meets with the Chief Financial Officer (CFO) to discuss budget needs. Individual meetings are, at times, held with individual programs within the departments to discuss specific details and budgetary requests. Once a department develops a tentative budget, it is entered into the College's Enterprise Resource Planning (ERP) system. From there it is reviewed by the CFO and President. Any questions that arise when finalizing the budget are answered by the respective departmental senior leader in consultation with the BO and program-level employees.

Once the balanced budget is developed, the CFO forwards the budget to the President for final review and approval. After the President has reviewed and approved the budget, it is forwarded to the Board of Trustees for review. The budget is then posted for public display for no less than thirty days. After thirty days, a public hearing is held before the Board can take any final action at the next scheduled board meeting.

The budget is built to invest in employee engagement and development and integrates the Shawnee Community College Effectiveness System (SCCES) with budget priorities, as is evidenced in the Strategic Plan [Goal 4, strategies 4.1.B, 4.1.D, and all of 4.6](#). Priorities include:

- Develop a clear relationship between budget allocation and credit hour generation.
- Link budget allocation with academic and operational outcomes.
- Have a multi-year equity-based tuition model.
- Have a multi-year capital equipment list.
- Have a multi-year facility improvement list.
- Use 4.5% of operational funds for capital improvement.
- Use 3.5% of operational funds for technology infrastructure.
- Limit the budget to actual variance to 10%.

DEPARTMENTAL PROGRAM GOALS

As discussed in the previous section, the assessment of the College's departments and programs, referred to as [entities](#), occurs on an annual cycle that is aligned with the [budget cycle](#). At the beginning of each academic year, all entities within the College complete a Continuous Quality Improvement (CQI) plan that details their goals, objectives, and action plans for that year that will help them accomplish their assigned strategic plan initiatives (see [chart below](#)). Each entity is expected to use the analysis of their key performance indicators (KPIs) from the prior year when determining their priorities. Analysis of these key performance indicators focuses on results of their goals and objectives to inform budgetary requests. Academic programs also use their program and course data, including the analysis of the general education core competencies. Objectives and performance measures are aligned to the Strategic Plan and incorporate the College's Effectiveness System (SCCES) KPIs as measures. Budget requests for the following year are also indicated and justified on the CQI. Once completed, the CQI is submitted in WEAVE, the College's assessment program, to allow the assessment team and Budget Officer's access for monitoring.

The diagram below shows the intentional manner in which the College approaches planning to ensure College goals and objectives, daily operations, and budget are fully integrated.

Systematic College Planning.

Shawnee Community College Effectiveness System (SCCES KPIs) Adopted and College Status (Baseline) Determined using SCCES KPIs (2020)

Strategic Plan Developed and Strategies Assigned to VPs of each Department (2021)

Program (Entity)-Level CQIs Developed to Ensure Goals, Objectives, and Action Plans Support Department Strategic Plan Strategies (Annually)

Budget Funding Requests are Submitted and Justified During CQI Planning (Annually)

Strategic Plan Strategies are Updated and Revised, including Resources Requestes, Based on Departmental Progress (Annually)

SCC ASSESSMENT ENTITIES

Department: Executive Offices

Human Resources
Institutional Effectiveness
Public Relations

Department: Academic Affairs

Adult Education
Allied Health (CQI for each program)
Nursing (CQI for each program)
Career & Technical Education Programs (CQI for each program)
Business & Industry: (CQIs for: Workforce Development, Continuing Education, HVAC, and Basic Electricity, HCCTP, Construction Mgt)
Humanities, Social Sciences, and Communication
Math/Science
Truck Driving

Department: Student Affairs

Enrollment Services/Advisement/ Admissions & Records
Recruitment
Career & Placement Services
TRiO-Student Support Services
TRiO-Educational Talent Search
Financial Aid
Student Life (includes Clubs, Organizations, Student Activities, Athletics):
 Clubs identified for Assessment: Ag/Advocates Club, Cosmetology Club, Esports, Student Book Club, Music Club, Phi Theta Kappa, Student Ambassadors, Student Senate
Student Success Center (Learning & Tutoring Centers/Disability Services/ Counseling Services)
Library Services
Community Education & Outreach

Department: Administrative Services

Bookstore
Business Department (A/P, A/R, Payroll, Bursar)
Facilities/Maintenance
IT
Learning Resource Center (Educational Technology)

Departmental Strategic Plan Goals/Shared Governance Alignment		
ACADEMIC AFFAIRS- Dr. Cather (VPAA)		
Team	HLC Criteria	Strategic Plan Strategies <i>*FY24 priority strategies based on recommendations in April 2023 Update</i>
Student Academic Assessment	1.C.1. 4.B.	3.1.D*- Global/Cultural Awareness Outcomes to DEI events- McNally (work with Cultural Awareness) 4.1.C.*- Academic Assessment- McNally 4.2.A.- Core Competencies- McNally
Academic Standards	2.D. 2.E.4 3.A. 3.C.2. 3.C.3 3.C.4 3.C.5 3.C.6 4.A.	1.2.A*-Trucking Driving- Stephenson 1.2.B.*- ADN- Hannan 1.2.C.*- Automotive- Stephenson 1.2.D.*-Cadaver training- Hannan/Shelby 1.2.E.- AR/VR/MR- Stephenson/Shelby/Hannan 1.2.F.*- Medical Assistant- Hannan 1.2.G.- HVAC- Stephenson 1.2.H.- Diesel- Stephenson 1.2.I.- Construction Equipment Operator - Stephenson 1.2.J.- Industrial Mechanics- Stephenson 1.2.K.- Information Technology- Stephenson 1.2.L.*- Health Information Technology- Hannan 1.2.O.- Measures/Targets for CTE programs- Stephenson/Teske (work with SAAT) 1.2.P.*- NEW! Welding- Stephenson 1.2.Q.*- NEW! Construction Tech program- Stephenson 1.2.R.*- NEW! Health Sciences Career Pathway certificate- Hannan 1.2.S.*- NEW! Competency-based Business program- Stephenson 1.2.T.*- NEW! OTA program- Hannan 1.3.A.*- CTE Advisory Committees- Stephenson 1.4.A.*- Workforce development-Dover 1.4.D.*- Minority Business Council – Dover 1.4.F.*- Apprenticeships and pre-apprenticeships- Dover 2.1.B.- Individual Program Placement Scores- Stephenson/Shelby/Reach

		2.2.A.*- Classroom Delivery Strategies- Stephenson/Shelby/Hannan 2.3.B.- Course Options for Non-traditional Stephenson/Shelby/Hannan 2.5.F.- Consider credit for past experiences- Stephenson/Harner/Boyd 2.3.G.- Prior Learning Assessment 3.5.C.*- Formal Tenure Process for FT Faculty- Cather (work with Rouse) 4.2.B.*- CTE Program Review Practices- Stephenson/Teske (work with SAAT) 4.2.C.*- Academic Discipline Program Review Practices- Shelby/Teske (work with SAAT) 4.2.D.*- CTE Program Development Standards- Stephenson/Teske (work with SAAT) 4.2.E.- Dual Credit Impact Study- Betts 4.2.F.- Examine Student Success by delivery method- Stephenson/Shelby/Hannan/Teske 4.3.A.*- Scheduling Guidelines- Cather/Stephenson/Shelby/Hannan 4.3.B.- Expand Hybrid Courses- Stephenson/Shelby/Hannan
ADMINISTRATIVE SERVICES- Chris Clark (VPAS)		
Business & Finance	5.B.3 5.B.4 5.C.-all	4.6.A.*- Board Finance Committee- Clark 4.6.B.*- Revised Budget Submission Document- Clark 4.6.C.*- Employee Engagement in Budget Development- Clark 4.6.D.*- Submit GFOA Document- Clark 4.9.A.*- Rolling 3-year Tuition Strategy- Clark 4.9.B.*- Debt-Management Plan- Clark
Facility Management	3.D.4 5.B.1	3.2.A.*- Advanced Ellucian Product Training- Fehrenbacher (work with Teske and Rouse) 4.7.A.*- Align Technology Plan with Strategic Plan- Fehrenbacher 4.7.B.*- Technology Readiness Assessment- Fehrenbacher 4.8.A.*- Align Capital Projects with Strategic Plan- Koch 4.8.B.*- Facility Conditions Assessment- Koch
STUDENT AFFAIRS- Dr. Price (VPSA)		
Student Experience	2.B.-all? 2.E.3. 3.C.7 3.D.1	1.2.N.*- Athletic Programming-Sparks 2.1.C.*- First Year Experience -Ashby (grant team) 2.1.E.*- Digital catalog & handbook-Jackie/Lisa/IT 2.1.F.*- Financial aid package-Reach/Capps

	4.C.	2.2.D.*- Retention Alert-Ashby/Teske 2.2.F.*- Student Engagement (work with Cultural Awareness & SAAT)-King 2.3.A.- Courses at extension centers-Johnson/AA 2.3.E.*- Enrollment plan for extension centers-Johnson/AA (will include 2.3.A., 2.3.F.) 2.3.F.- Support Services at extension centers-Johnson/Ashby
Recruitment & Enrollment	3.D.2 3.D.3.	1.1.A.- Saluki Step Ahead-Boyd/AA/Teske 1.1.B.- Articulate ADN-Boyd/AA/Teske 1.1.C.*- Articulation agreements-Boyd/AA 1.1.D.*- Articulation landing page-Boyd/AA/IT 2.1.D.- Advisement & Registration-Reach/AA (need pathways) 2.1.G.- Recruitment messaging -Reach/Hunsperger 2.1.H.*- Recruitment process -Reach (will impact 2.1.D.) 2.2.C.- GECC value-Reach/AA (need articulation agreements)
DEI- Felicia Rouse (ED of Human Resources)		
Employee Relations (combined with PD)	3.C.1.	3.1.F.*- Review/revise HR practices 3.2.B.*- Customer service training 3.2.D.- Employee externship/exchange experience 3.3.B.- Organization skills gap 3.3.C.*- Cross-skill training 3.5.A.*- New employee orientation 3.5.B.*- Exit interview process 3.5.D.*- Employee Recognition Process
Cultural Awareness	1.C.2. 1.C.3.	3.1.C.*- Multi-cultural activities in classrooms and campus (work with Student Experience Team & SAAT) 3.1.E.- Policies/procedures free from biases (work with Executive Council) 3.3.A.*- Streamline organizational structure (work with President) 3.5.E.*- Events that promote inclusive employee interaction
EXECUTIVE OFFICE- Dr. Tim Taylor (President)		
President's Cabinet		2.1.G.*- Recruitment Messaging 4.1.A.*- Customize SCCES

		4.1.B.* - Link SCCES with budgeting and reporting processes 4.1.C.* - Link SCCES with academic assessment processes 4.1.D.- Link SCCES with Capital improvement process 4.1.E.- Link SCCES with IT infrastructure development process 4.1.F.* - Data structures to support strategic improvement 4.1.G.* - Monitoring reports 4.1.H.*- Data dashboard 4.4.B.*- Optimize website for eCommerce, strengthen interaction with mobile tech & social media 4.4.C.*- Virtual tour 4.4.D.- Align branding with enrollment goals 4.5.B.* - Graduate follow-up surveys 4.5.C.- Employer surveys 4.5.D.- Longitudinal study of graduate earnings and job performance 4.5.E.- Link graduate findings to marketing and recruitment processes
--	--	--

BUDGETARY PURPOSE

SCC plays a crucial role in providing accessible and affordable higher education to a diverse range of students. The budgetary purposes of community colleges are multifaceted and typically encompass various aspects to ensure the effective operation and fulfillment of their mission. Key budgetary purposes of SCC are:

- ❖ **Instructional Expenses**
 - Faculty Salaries
 - Classroom Materials
- ❖ **Student Support Services**
 - Advising and Counseling
 - Tutoring and Academic Assistance
- ❖ **Administrative Costs**
 - Administrative Salaries
 - Operational Expenses
- ❖ **Technology and Infrastructure**
 - It Services
 - Facility Maintenance
- ❖ **Financial Aid and Scholarships**
 - Student Aid Programs
 - Emergency Assistance
- ❖ **Professional Development**
 - Faculty and Staff Training
- ❖ **Marketing and Outreach**
 - Recruitment Efforts
- ❖ **Research and Development**
 - Program Development
- ❖ **Reserve Funds**
 - Contingency Planning

The College comprises the financial plan by aligning the institution's mission, strategically allocating resources, and fostering a collaborative and transparent budgeting process. The overarching goal is to maintain a balance that ensures that quality of education and support services while keeping education accessible and affordable for a diverse student population.

STATUTORY AUTHORITY IN BUDGET PROCESS AND PUBLIC INVOLVEMENT

The Illinois *Public Community College ACT* (110 ILCS 805/3- 20) states, "...budget shall be prepared in tentative form by some person or persons designated by the board, and in such tentative form shall be made conveniently available to public inspection for at least 30 days prior to final action thereon. At least one public hearing shall be held as to such budget prior to final action thereon. Notice of availability for public inspection and of such public hearing shall be given by publication in a newspaper published in such district, at least 30 days prior to the time of such hearing."

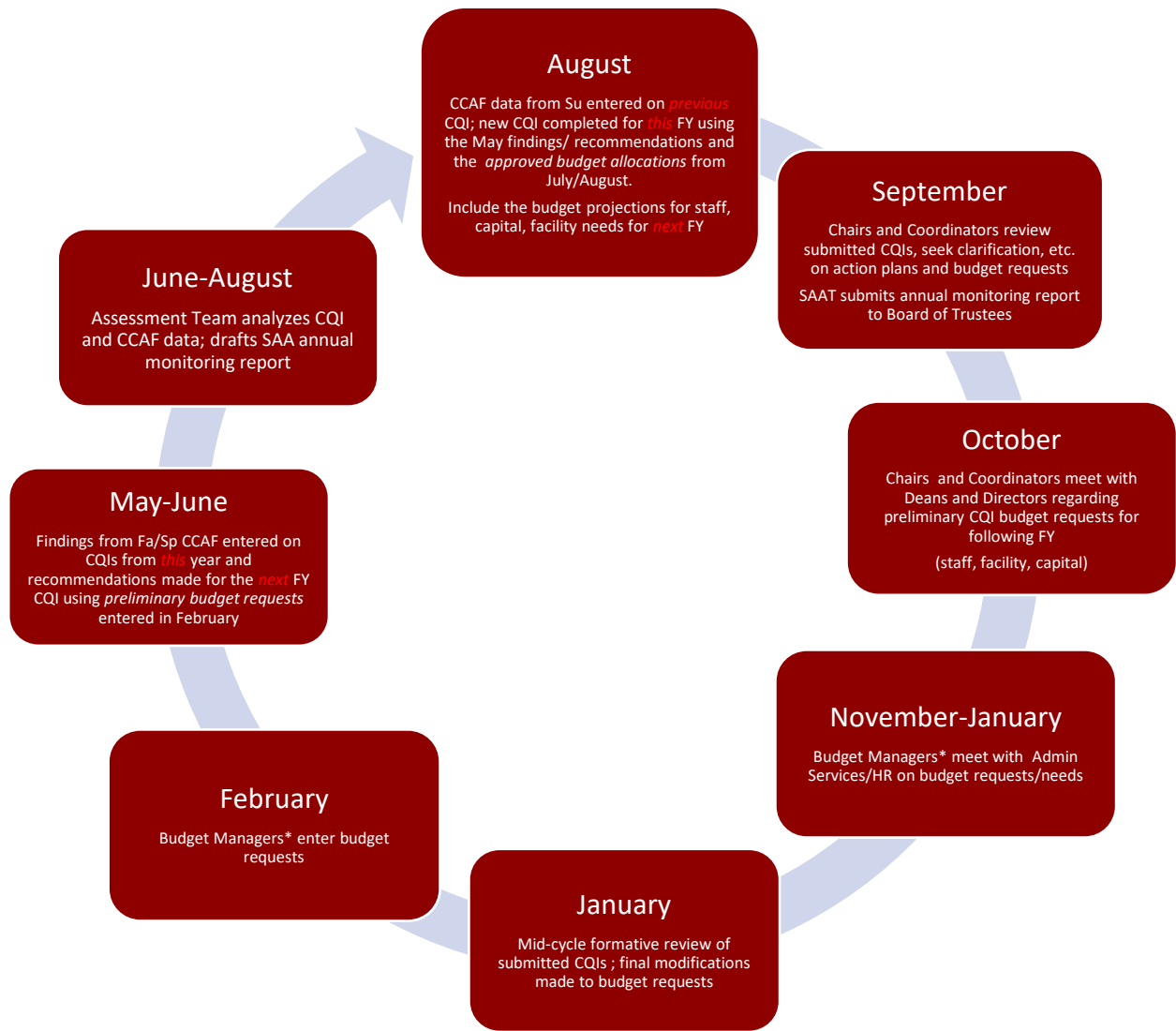
Further, the Illinois Community College Board's (ICCB) Fiscal Manual states, "Each local Board of Trustees must adopt a budget for each fiscal year within or before the first quarter of each fiscal year. Moreover, a tentative budget must be available for public inspection for at least 30 days prior to final adoption; and at least one public hearing must be held on the tentative budget."

Finally, Section 1501.504 of ICCB Administrative Rule states, "an electronic copy of the official district budget shall be filed with ICCB by October 15 of each year in the format prescribed by the ICCB. An electronic copy of amended budgets shall also be filed with ICCB within 30 days after their adoption. Colleges may develop a budget format for internal use that reflects their own individual organizational structures."

The tentative budget is available for public inspection in the Chief Financial Officer's (CFO) office through the scheduled Budget Hearing and regular Board meeting. Publication of the budget's availability and notice of the Public Hearing on the Budget is advertised in a newspaper published in the district and on the College's website.

The tentative budget represents the current and best judgment of the College's administration relative to anticipated revenues for fiscal year 2024. It is based on information available at the time of publication. When new information becomes available, changes will be made to the final budget and those changes will be reviewed with the Board prior to approval of a final budget. As required by law, a Public Hearing on the Budget will be held and following the hearing, a final budget will be presented to the Board for its approval.

BUDGET TIMELINE



BUDGET MESSAGE

The College relies on three primary sources of funding: state support and revenue allocated by the Illinois Community College Board (ICCB), local revenue generated through property taxes, and student tuition revenue, including federal funds from student financial aid. Recent years have witnessed significant changes in these funding streams, leading to continuing challenges and fluctuations in the college's fiscal outcomes.

The fiscal year 2024 Budget considers numerous factors that could impact the College's finances, even though the outcomes of these matters are currently uncertain. The following issues have been addressed in this budget:

- The fiscal implication of the Illinois state budget on Higher Education funding.
- State funding is allocated by the Illinois Community College Board (ICCB).
- Federal funding supports programs like Adult Education, Pell, and other student grants.
- Population decreases within the College District.
- Appeals for reduced property tax assessments from the largest taxpayers in the district.
- Consequences of the post-COVID-19 pandemic on the local economy.

There were several assumptions that were used for this budget. The first was the Colleges credit hours would increase by 2%. It was also assumed there would be no Executive Order requiring COVID-19 restrictions. It was also assumed the local property tax values would increase 4.5% for the tax levy. Other assumptions included the personal property replacement tax would be 10% lower than fiscal year 2023 as well as an increase in interest revenue. Tuition and fees were increased to the Board approved amounts. Employee Health Insurance was predicted to increase by 11% over the fiscal year 2023 costs. Despite a district population decline, the College has experienced a 6% increase in enrollment over fiscal year 2023. Student tuition and fees now constitute the second-largest source of Operating Revenue for the College, reflecting a trend seen in other Illinois community colleges due to reduced state funding. In fiscal year 2024, in-district tuition rates are increasing from \$125 to \$140 per credit hour.

The College's reliance on state funding, constituting 30% of the total operating budget, positions the specter of uncertainty in state funding at the forefront of meticulous budgetary planning. As the College steers into the fiscal year 2024 with a precisely balanced budget, the potential insufficiency in future appropriations appears as a concern, casting shadows over the vitality of education programs. The College will continue to look for alternative revenue sources in future years.

Discussions at the federal and state levels regarding student financial aid program funding and changes in award levels may affect enrollment in the coming years. The college remains committed to delivering timely and comprehensive education to all students. Discussions regarding student retention and completion are prominent within the College and at state and federal levels.

Locally, the College monitors various factors, including property tax values, high school graduation rates, service demand levels, workforce requirements, and higher education alternatives. Property tax revenues remain consistent due to a slight increase in Equalized Assessed Valuations (EAV) within the district.

CHANGES TO SHAWNEE COLLEGE FY24 BUDGET BETWEEN FIRST READ AND SECOND READ

Between the first and second read of the budget by the BOT there were several areas that were adjusted after discussion. It was realized that some areas may have been missed due to the fact that there were items that were put in different areas of the budget or in some cases put in two different places of the budget. Other areas that needed adjustments were due to either not having the amount the budgeted item cost at the time of the first read or the fact that the price of many items was significantly higher than they were in the past.

Examples of budget changes include a decrease in corporate personal property replacement tax. The original budgeted amount was \$1,104,517. The college received the actual amount after the first read and that amount was \$828,255. Fall tuition was also an area that was update to the actual amounts. Interest revenue was increased significantly taking into consideration the interest rates aren't going to be going down soon. Another change that was made was an increase in employees benefits which was due to a retiree's payout penalty. There was also an increase in the retirement health insurance due to an increase from .5% to .75% required contributions to the community health insurance security fund.

Another area that was adjusted were the salaries for four positions that weren't filled on July 1st. These were reduced by two months' salary. The scholarship waivers for athletics and state mandated waivers were also adjusted to the actual amounts. The college was able to reduce these line items to help offset the other areas of increases.

Other changes that were made included increase to supplies in some areas. Decreases in some areas due to the use of grants for funding. An increase in publication and dues to cover the cost of the college's membership to a statewide organization.

Overall, for all the line items, the amounts of changes is a very small percentage of the budget lines. After all of the changes were complete a balanced budget was presented to the BOT at the second reading. As the College continues to use this budget process, it is assumed that this amount will be greatly reduced since we do not anticipate Budget Officers to overlook as many items.

Revenue

- CPPRT was decrease from \$1,104,517 to due to \$828,255 actual amount expected
- Fall Tuition Out of State was Increased from \$99,786 to \$126,000 due to increased projection
- Interest Revenue was increased from \$150,000 to \$450,000 due to interest rates on investments

Expenses

- Director of Recruitment & Enrollment Other Supplies increased from \$3,500 to \$4,500 due to additional request
- Testing & Tutoring Academic Support Staff Part Time decreased from \$75,000 to \$59,000 due to the use of grant money
- Certified Nursing Asst Medical was increased from \$4,458 to \$4,487 due to corrected calculation
- Community Education Other Contractual was increased from \$0 to \$5,000 to pay instructors
- Community Education Instructional Supplies was increased from \$0 to \$5,000 to purchase classroom supplies
- Community Education Other Supplies was increased from \$0 to \$2,000 to additional supplies
- Cairo Part-time Clerical was increased from \$0 to \$33,000 due to help needed
- Other Institutional Other Employee Benefits was increased from \$5,000 to \$27,500 due to a retiree's payout to SURS since they exceeded the 6% rule
- Retirement Health Insurance was increase from \$28,5557 to \$49,000 due to the increase from .5% to .75% Contributions to the Community College Health Insurance Security Fund
- Updated four salary positions that are open or weren't filled on July 1st
 - o Decreased from \$57,000 to \$45,125
 - o Decreased from \$16,000 to \$12,000
 - o Decreased from \$55,000 to \$43,500
 - o Decreased from \$52,615 to \$34,000
- CFO Publication and Dues was increase from \$1,000 to \$11,000 due to iGen dues
- Volleyball Scholarship Waivers were decreased from \$70,140 to \$50,100 due to actual scholarships
- Softball Scholarship Waivers were decreased from \$100,200 to \$85,170 due to actual scholarships
- Basketball Scholarship Waivers were decreased from \$75,150 to \$50,100 due to actual scholarships
- Student Senate Department was increased from \$0 to \$2,100 due to fund activities
- Full Time Salary changed from percentage of TORT to all institutional funds which was an increase from \$56,006 to \$62,229
- Summer State Mandated Waivers was decreased due to actual amount from \$64,792 to \$28,635

BASIS OF BUDGETING

The College maintains a financial management system in accordance with Generally Accepted Accounting Principles (GAAP) in the United States, as well as the guidelines set forth by the Illinois Community College Board (ICCB). The financial records are kept using the accrual basis of accounting with an economic resource measurement focus, aligning with best practices for colleges and universities.

Under the accrual basis, the College recognizes revenues when they are earned and records expenses when they are incurred. This approach provides a more accurate representation of the College's financial position by reflecting the economic substance of transactions.

In order to streamline financial reporting and maintain consistency across operations, the College extends the principles of its Comprehensive Annual Financial Report (CAFR) to its budgeting and day-to-day accounting practices. However, a couple of exceptions are notable:

1. Capital-Asset Purchases:

- **Budgeting Approach:** While the CAFR capitalizes and depreciates assets over their estimated useful life, the budgeting process treats capital-asset purchases as expenses. This means that in the budget, the cost of acquiring capital assets is recognized as an immediate expense.
- **Depreciation Treatment:** Unlike the CAFR, where depreciation is recorded, the budget does not account for depreciation. This method reflects the actual cash outflows associated with capital assets in the budget.

2. Internal Revenue and Expense Charges:

- **Budgeting and Reporting:** Internal revenue and expense charges are budgeted, reported in the general ledger, and included in financial reports. This approach aims to more accurately calculate instructional costs and provides a comprehensive view of the College's financial activities.
- **Elimination in CAFR:** However, in the CAFR's final financial statements, these internal revenues and expenses are eliminated in the Statement of Revenues, Expenses, and Changes in Net Position to avoid double counting and present a clearer picture of the College's overall financial performance.

These exceptions in the budgeting process reflect the College's commitment to efficient financial operations while ensuring that financial reporting remains in compliance with accounting standards and regulatory requirements. By aligning its budgeting practices with the principles of its CAFR, the College aims to enhance transparency, accuracy, and consistency in its financial management processes.

FUND ORGANIZATION CHART



FUND DESCRIPTIONS

The College utilizes funds accounting to disclose its financial status and the outcomes of its activities. Fund accounting assists in financial management by separating transactions related to specific college functions. It also serves legal compliance by providing transparency and accountability in financial reporting.

A fund represents an independent accounting entity that possesses a self-balancing group of accounts, encompassing assets, liabilities, fund balance, revenues, and expenditures. The College resources are assigned to and managed in distinct funds based on their intended purposes and the mechanisms controlling spending activities.

Education Fund

The Education Fund is used to account for the revenues and expenditures of the academic and service programs of the College. It includes the cost of instructional, administrative, and professional salaries; supplies and moveable equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational program of the College.

Operations and Maintenance Fund

The Operations and Maintenance Fund is used to account for expenditures for the improvement, maintenance, repair, or benefit of buildings and property, including the cost of interior decorating and the installation, improvement, repair, replacement, and maintenance of building fixtures; rental of buildings property for community college purposes; payment of all premiums for insurance upon buildings and building fixtures. If approved by resolution of the local board, the payment of salaries of janitors, engineers, or other custodial employees; all costs of fuel, lights, gas, water, telephone service, custodial supplies, and equipment; and professional surveys of the condition of college buildings are allowed.

Restricted Operations and Maintenance Fund

The Restricted Operations and Maintenance Fund is used to account for monies restricted for building purposes and site acquisition. It is suggested that protection, health, and safety levies; building bond proceeds; capital renewal grants; and accumulation monies restricted from the operations and maintenance levy for building purposes be accounted for in a series of self-balancing accounts in this fund. ICCB grants which should be accounted for in this fund include facilities improvement grants which may from time to time be appropriated to the ICCB on behalf of community colleges.

Bond and Interest Fund

The Bond and Interest Fund is established by Section 3A-1 of the Public Community College Act. This fund is used to account for payment of principal, interest, and related charges on any outstanding bonds.

Auxiliary Enterprise Fund

The Auxiliary Enterprises Fund is established by Section 3-31.1 of the Public Community College Act and accounts for college services where a fee is charged to students/staff and the activity is intended to be self-supporting. Each enterprise/service should be accounted for separately using a group of self-balancing accounts within the fund. Examples of accounts in this fund include food services, student stores, and intercollegiate athletics

Restricted Purposes Fund

The Restricted Purposes Fund is for the purpose of accounting for monies that have restrictions regarding their use. Each specific project should be accounted for separately using a complete group of self-balancing accounts within the Restricted Purposes Fund. Care should be taken in establishing each group of self-balancing accounts so that the accounting and reporting requirements of the grantor are met. If the grantor provides an accounting manual, it should be followed for the group of self-balancing accounts. ICCB grants which should be accounted for in this fund include those found in the State Grant Financial Compliance section III A 12 of this manual. Additionally, this fund should be used to account for other state, federal, or other funds which are restricted for a specific purpose.

Working Cash Fund

The Working Cash Fund is used to account for the proceeds of working cash bonds. By making temporary transfers, the Working Cash Fund is used as a source of working capital by other funds. Such temporary transfers assist operating funds in meeting the demands for ordinary and necessary expenditures during periods of temporary low cash balances.

Trust and Agency Fund

The Trust and Agency Fund, established by Section 3-27c of the Public Community College Act, is used to receive and hold funds when the College serves as a custodian or fiscal agent for another body. The College has an agency rather than a beneficial interest in these monies. Each agency's monies should be accounted for by a complete group of self-balancing accounts, or sub fund, within this fund. College club monies, for example, should be accounted for in this fund. The Trust and Agency Fund has no revenues, expenditures, or fund balances of its own.

Audit Fund

The Audit Fund is established by 50 ILCS 310/9 of Illinois Compiled Statutes for recording the payment of auditing expenses. The audit tax levy should be recorded in this fund, and monies in this fund only should be used for the payment of auditing expenses.

Liability, Protection, and Settlement Fund (Tort Fund)

The Liability, Protection, and Settlement Fund (Tort Fund) is established pursuant to 745 ILCS 10/9-107 and 40 ILCS 5/21-110.1 of the Illinois Compiled Statutes. The Tort liability and Medicare insurance/FICA tax levies should be recorded in this fund. The monies in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under 745 ILCS 10/9-107, for example, the payment of Tort liability, unemployment, or worker's compensation insurance or claims, or 40 ILCS 5/21-110.1, i.e., the cost of participation in the federal Medicare/Social Security programs. Revenue and expenditures for each type of insurance coverage should be accounted for separately using a complete set of self-balancing accounts within the Liability, Protection, and Settlement Fund. Only the costs paid from levy funds should be accounted for in this fund.

COLLEGE PROGRAM DESCRIPTIONS

Within the distinct funds established within the College, resources are assigned to particular functions referred to as programs. This allocation allows for a focused and organized approach to managing financial resources, ensuring that funds are dedicated to specific activities or initiatives within the institution. Within each department are the College's programs.

Instruction (Department: Academic Affairs)

Instruction consists of those activities dealing directly with the teaching of students. It includes the activities of faculty in the baccalaureate-oriented/transfer, occupational-technical career, general studies, and remedial and ABE/ASE programs (associate degree credit and certificate credit). It includes expenditures for department chairpersons, administrators, and support staff for whom instruction is an important role.

Academic Support (Department: Academic Affairs)

This category includes activities designed to provide support services for the institution's primary missions of instruction, public service, and research. Academic support includes the operation of the library, educational media services, instructional materials center, and academic computing used in the learning process.

Student Services (Department: Student Affairs)

The student services function provides assistance in the areas of financial aid, admissions and records, health, placement, testing, counseling, and student activities.

Public Service (Department: Academic Affairs)

Public service consists of noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community designed to be of service to the public.

Auxiliary Services (Department: Administrative Services)

Auxiliary Services provides for the operation of the cafeteria, bookstore, student organizations, athletics, and other related activities. Activities in this program should be self-supporting.

Operations and Maintenance of Plant (Department: Administrative Services)

Operation of plant consists of housekeeping activities necessary in order to keep the physical facilities open and ready for use. Maintenance of plant consists of those activities necessary to keep the grounds, buildings, and equipment operating efficiently. This function also provides for campus security and plant utilities, as well as equipment, materials, supplies, fire protection, property insurance, and other costs that are necessary to support this function.

Institutional Support (Department: Executive Office)

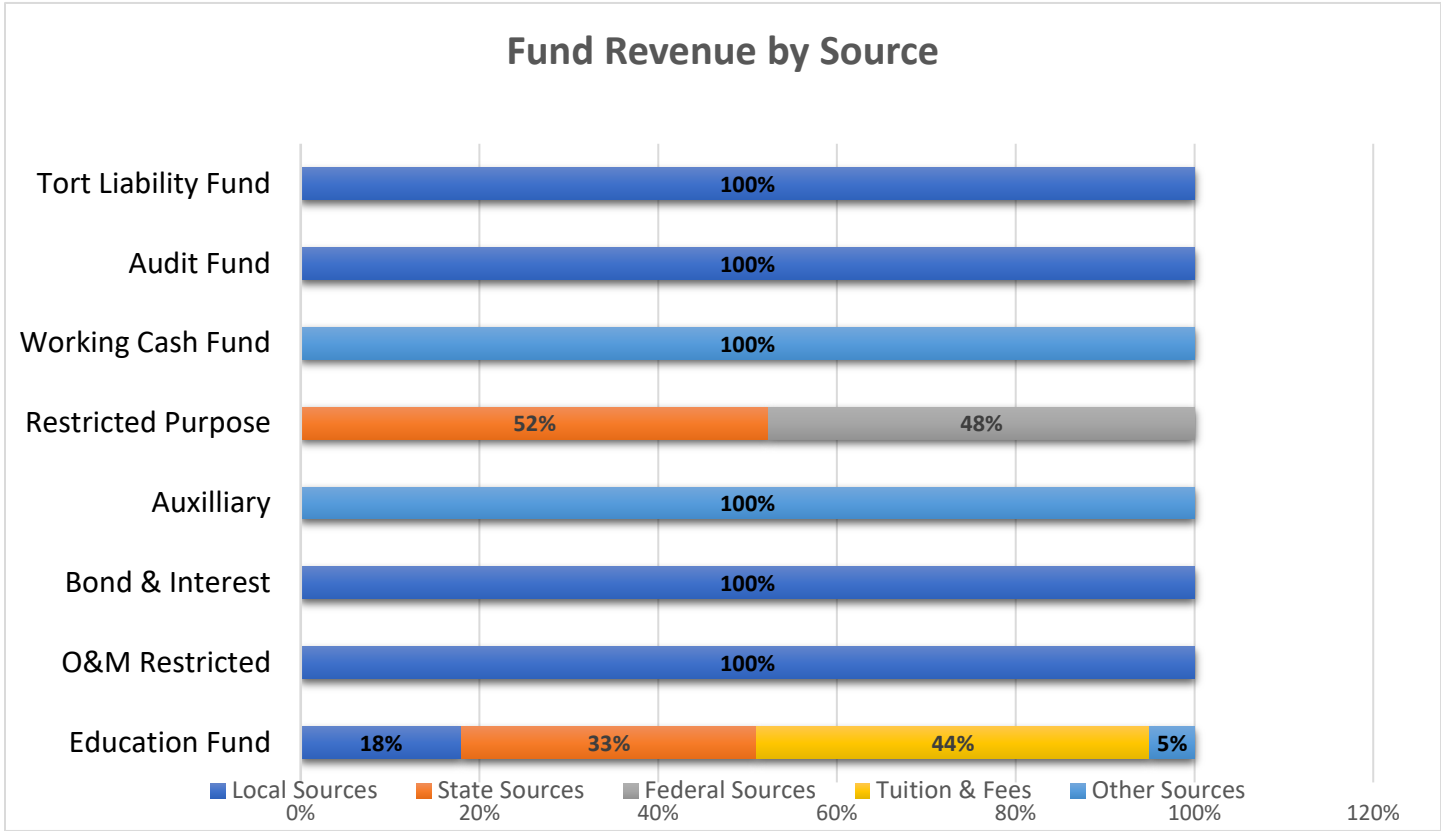
Institutional support includes expenditures for central executive-level activities and support services that benefit the entire institution.

DEPARTMENT TO PROGRAM TO FUND MATRIX

FUNDS	General Fund	Special Revenue	Debt Service	Capital Projects	Auxilliary
MAJOR PROGRAMS					
Instruction					
Academic Instruction	X	X			
Academic Support					
Library	X				
Educational Media Services	X				
Other Support	X	X			
Student Services					
Accessibility Services	X				
Admissions/Records	X				
Advising	X				
Counseling	X				
Financial Aid	X				
Career Services	X				
Student Support & Success	X	X			
Public Service					
Community Education	X				
Continuing Education	X				
Business & Industry Training	X	X			
Auxiliary Services					
Bookstore					X
Student Activities					X
Athletics					X
Operations & Maintenance of Plant					
Building Maintenance	X			X	
Campus Security	X	X			
Custodial	X				
Grounds	X				
Plant Utilities	X				
Institutional Support					
Audit		X			
Board of Trustees	X				
Bond & Interest			X		
Business Office	X				
Executive Administration	X				
Human Resources	X				
Information Technology	X				
Institutional Research	X				
Marketing	X				

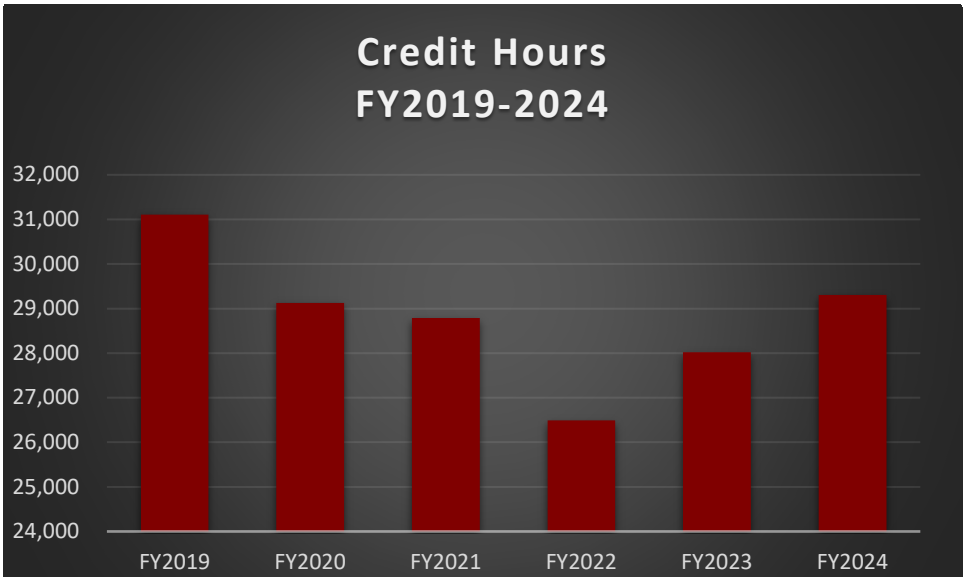
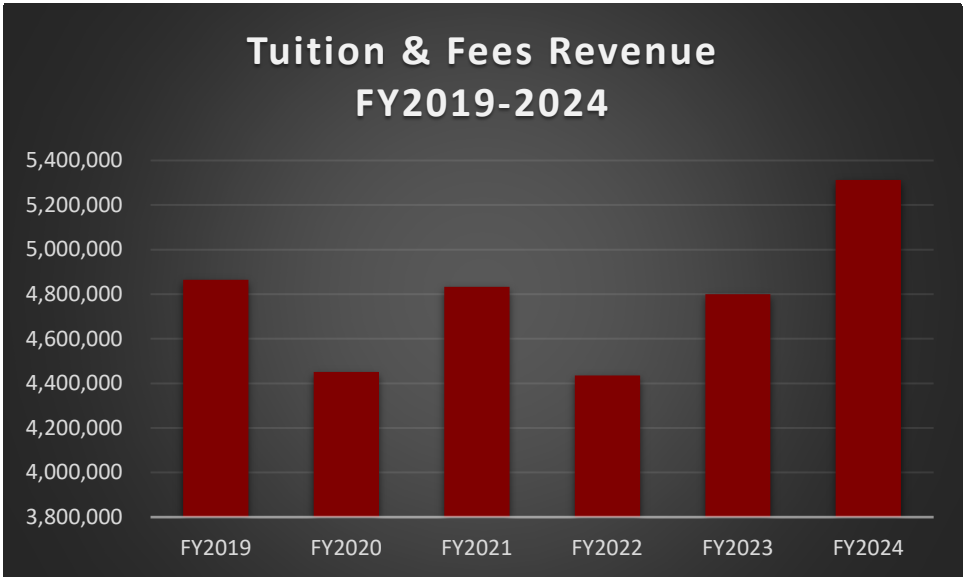
REVENUE

Fund revenues are received from local sources, state sources, federal sources, tuition & fees, and other sources. Local revenue sources comprise almost 18% of the College's operating budget which include Property Taxes and Corporate Personal Property Taxes. Property tax is assessed from real property owned by the taxpayers within the College district. Corporate Personal Property Replacement Tax (CPPRT) is a tax that replaces money lost by local governments when their power to impose personal property taxes was taken away. CPPRT is collected from corporation, subchapter S corporations, partnerships and trust by the State of Illinois. State sources consists of Illinois Community College Board (ICCB) base operating grants and equalization grants. Other state source are restricted purpose grants for educational improvement and student success. Federal sources are typically restricted purpose grants such as Perkins, TRiO grants, and Pell. Tuition and fee revenue are generated by student credit hours and are recognized in the operating funds. Other sources consist investment revenue, auxiliary fund revenue, and reimbursement from the College Foundation for their operating expenditures paid by the College. Federal revenue sources include grant revenue, recognized in the Restricted Purpose fund. other revenue sources include interest income, facility rental income, community education training, and indirect grant revenue. The three primary sources of revenue within the operating funds are ICCB State Grants, Tuition and Fees, Property Tax, and Corporate Personal Property Replacement Tax.



TUITION AND FEE REVENUE

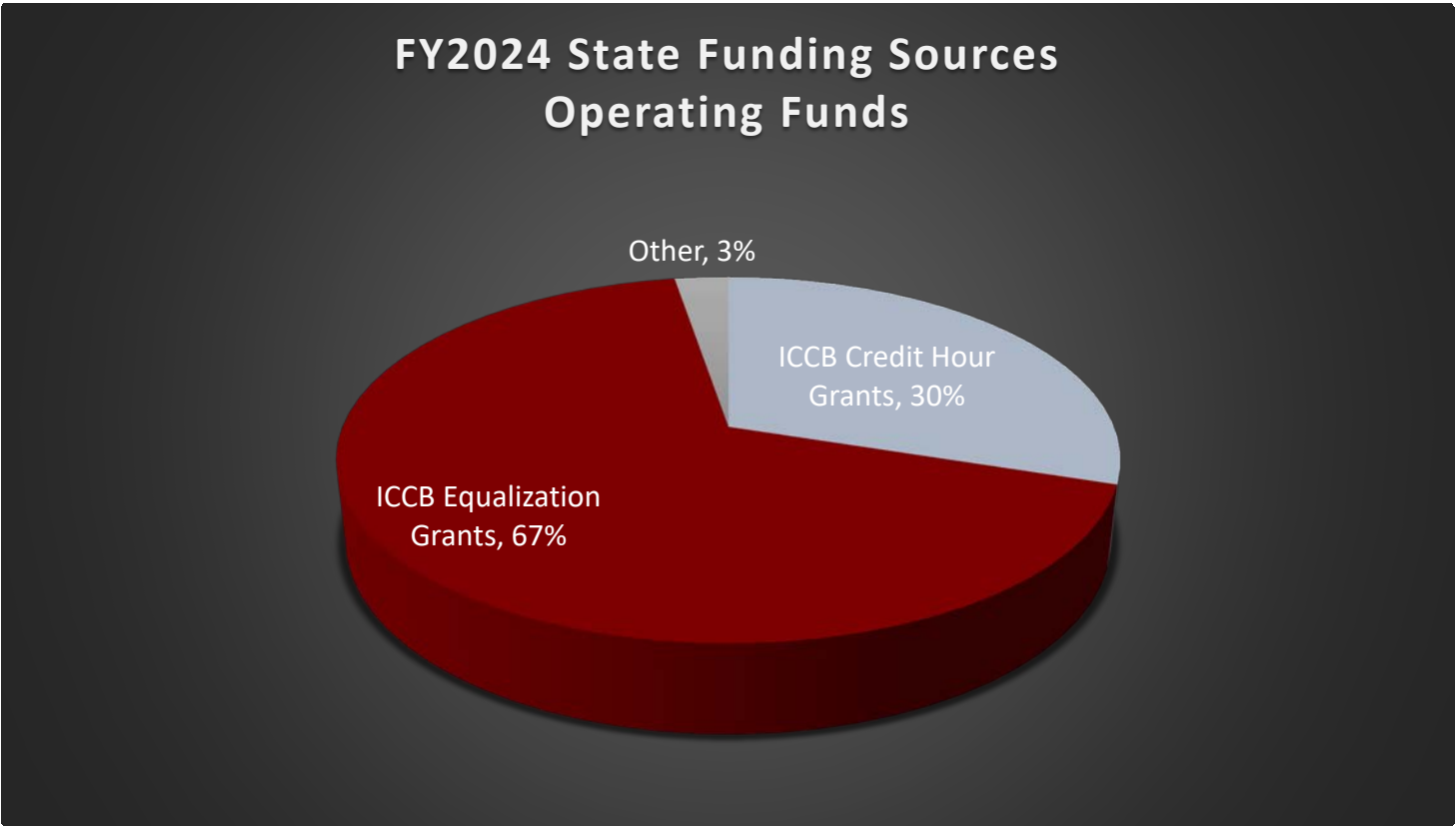
The tuition and fee revenue is roughly 39% of the College’s operating revenue. Tuition and fees are driven from credit hours enrolled. The credit hour for fiscal year 2024 were predicted to increase from fiscal year 2023 by 4.3%. Credit hours predictions are based on a variety of factors which include historical enrollment, current trends in enrollment, district high school population, and the district population. Included in this budget document are statistical charts from the College’s Institutional Research Department. This department is charged with predicting enrollment trends based on historical and current data (see [Institutional Effectiveness section](#)). The College’s tuition rate was increased by \$15 per credit hour from fiscal year 2023.



STATE REVENUE

State funding sources primarily encompass the Illinois Community College Board (ICCB) base operating grant (credit hour funding) and ICCB equalization grant. Authorization for ICCB funding grants is specified in Illinois State Statute Chapter 110, Act 805, Section 2-16.02. The ICCB credit hour grant is calculated based on unrestricted credit hours generated in the two years preceding the current fiscal year or the average of the last three fiscal years, whichever is greater. Base operating grants are determined using a multiplier set by the State Board, considering factors like the cost of instruction, enrollment, inflation, and other variables. The ICCB equalization grant aims to mitigate disparities in local property tax funds per student across districts.

State funding grants for the operating fund comprise 30% of the operating funds revenue. The College received a 2% increase from fiscal year 2023 to fiscal year 2024 of state funding for the Base Operating Grant and the Equalization Grant. The revenue for the restricted purpose fund is comprised of state grants for Adult Education, Academic Program Improvements, Veterans Grants and other various grants to help support the College functions.



PROPERTY TAXES AND CORPORATE PERSONAL PROPERTY REPLACEMENT TAX

Property taxes are levied by the College every year based on the equalized assessed values within the six counties of the College's district. If the College levies over 105% of the prior year extension, then the College must have at least one public hearing. The College did not levy more than 105% of previous year tax extension for tax year 2022 to be collected in fiscal year 2024. The equalized assessed values have increased over the last several years. Property Tax revenue is recognized in Operating Funds, Restricted Operation and Maintenance Fund, Bond & Interest Fund, Audit Fund, and Tort Liability Fund.

Equalized Assessed Value

County	Tax Year 2019	Tax Year 2020	Tax Year 2021	Tax Year 2022
Alexander	\$ 46,362,287.00	\$ 47,989,665.00	\$ 52,218,574.00	\$ 58,862,057.00
Jackson	\$ 42,923,171.00	\$ 39,134,810.00	\$ 40,524,860.00	\$ 28,905,799.00
Johnson	\$ 129,910,575.00	\$ 133,695,477.00	\$ 139,990,507.00	\$ 154,606,937.00
Massac	\$ 170,721,979.00	\$ 175,213,037.00	\$ 176,529,000.00	\$ 183,242,284.00
Pulaski	\$ 45,759,890.00	\$ 46,177,742.00	\$ 50,534,714.00	\$ 52,906,794.00
Union	\$ 213,221,945.00	\$ 217,911,371.00	\$ 223,523,249.00	\$ 240,897,995.00
TOTAL	\$ 648,899,847.00	\$ 660,122,102.00	\$ 683,320,904.00	\$ 719,421,866.00

Local governmental sources Revenue-Operating Funds	FY2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Budget	FY2024 Budget
Property Taxes	\$1,826,363	\$1,880,298	\$1,897,060	\$2,004,271	\$2,054,157
CPPRT	528,651	736,567	1,592,593	1,579,826	1,183,221
Total local governmental sources	\$2,355,014	\$2,616,865	\$3,489,653	\$3,584,097	\$3,237,378

Fiscal Year 2024 Local Government Source Revenue All Funds							
	Education Fund	Operations and Maintenance Fund	Operations and Maintenance Fund Restricted	Bond and Interest Fund	Audit Fund	Liability, Protection, and Settlement Fund	Total
Property Taxes	\$1,372,869	\$681,288	\$250,000	\$1,397,725	\$36,741	\$870,478	\$4,609,101
CPPRT	828,255	354,966	-	-	-	-	1,183,221
Total local governmental sources	\$2,201,124	\$1,036,254	250,000	1,397,725	36,741	870,478	5,792,322

RESTRICTED PURPOSE FUND GRANT REVENUE

Restricted Purpose Fund Grants						
Grant Name Funding Code	Grant Purpose/Description	Funding Agency	Type	Single/Multi Year	End of Year	Funded Amount
9002 Bridges to Baccalaureate	The purpose of this grant is to increase the STEM workforce by helping	National Institute of Health (Sub	Instruction	Single Year	6/30	\$15,000
9003 Educational Talent Search	The purpose of this grant is to assist first generation/low income students to meet high school graduation requirements while	United States Department of Education	Public Service	5 years (2022- 2026)	8/31	\$277,375
9004 Student Support Services	The purpose of this grant is to offer academic support and transfer assistance to first generation, low income students.	United States Department of Education	Student Services	5 Year (2021- 2025)	8/31	\$338,972
9005 Carl D. Perkins Grant	The purpose of this grant is to facilitate the academic achievement of CTE students.	Illinois Community College Board	Student Services	Single Year	6/30	\$206,485
9007 Adult Ed - Federal	The purpose of this grant is to provide services to assist adults in improving skills, achieving their educational goals, and	Illinois Community College Board	Instruction	Single Year	6/30	\$110,947

Restricted Purpose Fund Grants						
Grant Name Funding Code	Grant Purpose/Description	Funding Agency	Type	Single/Multi Year	End of Year	Funded Amount
9123 Nursing Pathways Grant	The purpose of this grant is to create, support and expand opportunities for individuals in the nursing pathway and to obtain	Illinois Community College Board	Instruction	single year	6/30	\$342,747
9125 Trades Grant	The purpose of this grant is to create pathways to careers in "Trades" in underserved communities.	Illinois Community College Board	Instruction	single year	6/30	\$400,000
9126 (sub-award of U of I) Create Bridges	The purpose of this grant is to impliment small business and workforce strategies through a series of stategies outlined by the project.	Southern Rural Development Center & Mississippi State Univ.	Public Service	Single Year	12/31	\$51,275
9127 Mental Health	The purpose of this grant is to address gaps in mental health services on college campuses.	Illinois Community College Board	Student Services	single year	6/30	\$38,797
						\$2,683,794

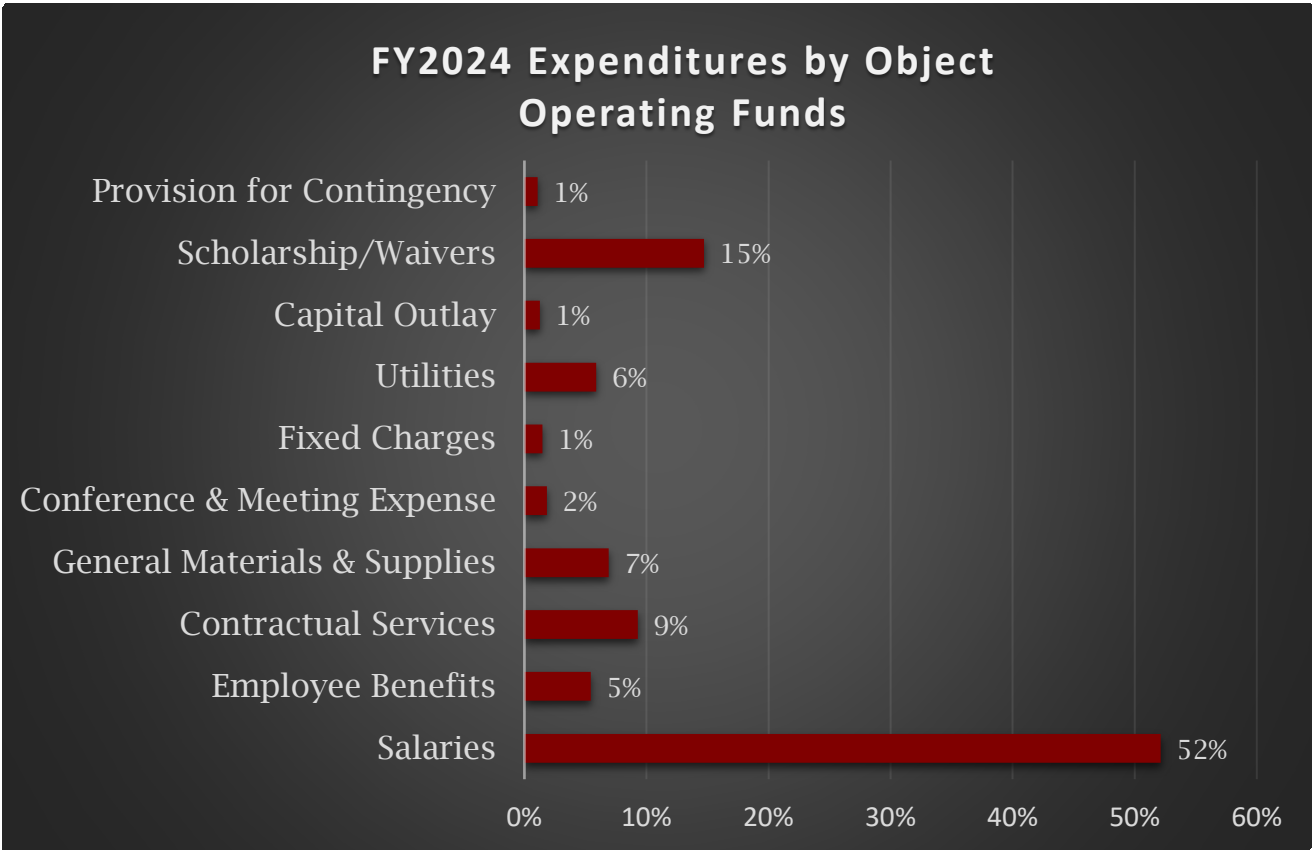
Shawnee Community College
Fiscal Year 2024 Budget

Restricted Purpose Fund Grants

Grant Name Funding Code	Grant Purpose/Description	Funding Agency	Type	Single/Multi Year	End of Year	Funded Amount
9104 Adult Ed - Performance	The purpose of this grant is to provide services to assist adults in improving skills, achieving their educational goals, and	Illinois Community College Board	Instruction	Single Year	6/30	\$57,085
9108 Innovation Bridge and Transition	The purpose of this grant is to improve student transition to and through postsecondary education	Illinois Community College Board	Instruction	Single Year	12/31	\$150,000
9117 CTE Education Career Pathways grant	The purpose of this grant is to promote students to enter into the field of teaching	Illinois State Board of Education	Instruction	Five Year	6/30	\$249,000
9118 Aspire grant	The purpose of this grant is to accelerate students' progress through developmental education	Women Employed	Instruction	Single Year	10/31	\$10,000
9120 College and Career Pathway Endorsements	The purpose of this grant is to support and strengthen partnerships around completion of the	Northern Illinois University	Instruction	single	12/31	\$24,000
9121 Illinois Green Economy Network	The purpose of this grant is to drive growth of the clean energy economy and green workforce. This grant requires an	Illionois Green Economy Network	Public Service	Single Year	5/31	\$15,000
9122 Vienna High School ISBE SIFTC grant	We are a sub-recipient of Vienna High School's ISBE CTE Career Pathways grant.	Illinois State Board of Education	Instruction	single year	6/30	\$25,881

EXPENDITURES

There are 10 object categories of expenditures within the College: Salaries, Employee Benefits, General Materials & Supplies, Conference & Meeting Expense, Fixed Charges, Utilities, Capital Outlay, Scholarship/Waivers, and Provisio Salaries contribute to the large expenditure for the College at 52% of the Operating Budget.

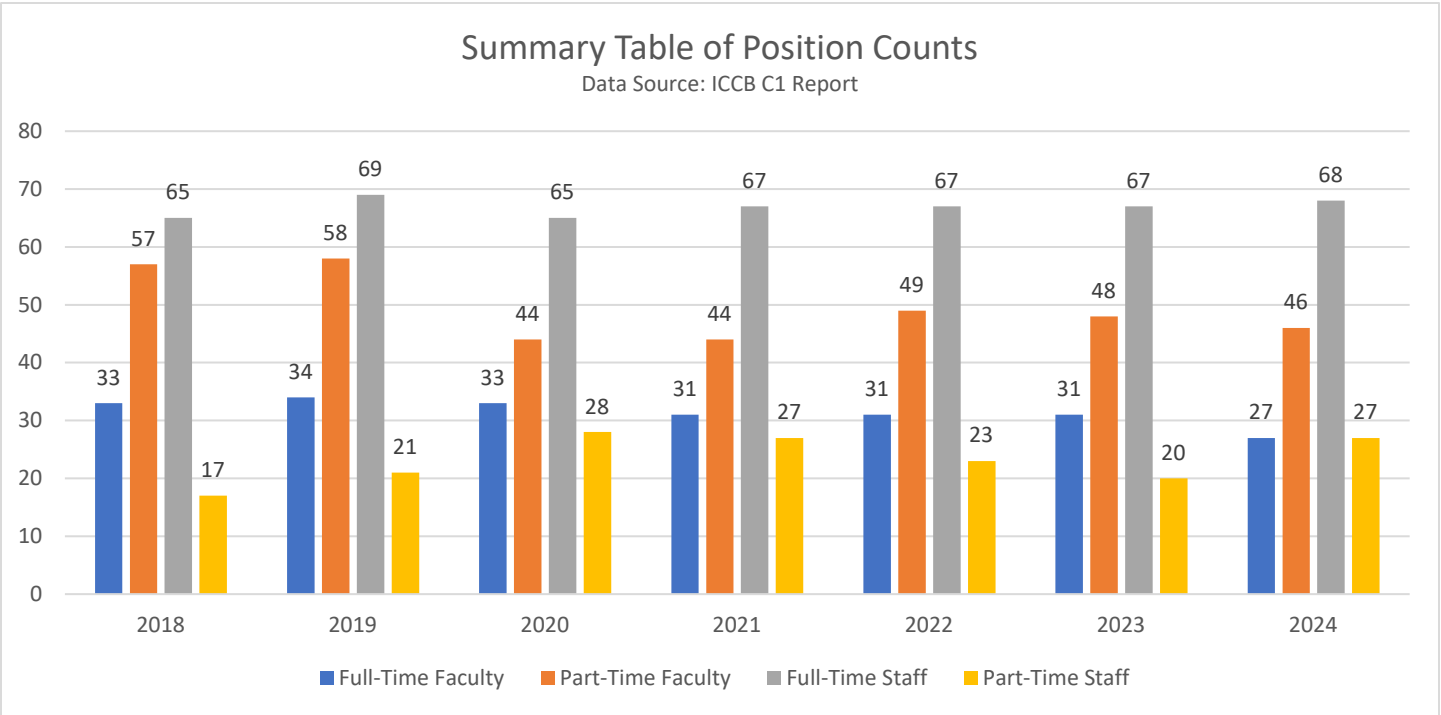


Expenditure Projections were based upon the following:

- Salaries were projected to increase 6% over fiscal year 2023 due to staff and faculty raises and the raise to the state minimum wage.
- Benefits were projected to increase 11% over fiscal year 2023 due to an increase in the cost of health insurance premiums.
- Contractual services were projected to decrease due to the elimination of contracts.
- Supplies and materials were projected to increase 16% due to inflation of materials.
- Utilities were projected to increase 11% due to the increased cost of utilities.
- Scholarship & Waivers were projected to increase due to the increase of the tuition rate per credit hour.

Capital Outlay was given an increased budget to help improve technology infrastructure and to purchase upgrades to instructional equipment.

POSITION SUMMARY SCHEDULE



Changes in staffing levels from FY23 to FY24 are noted in the full- and part-time faculty classifications. Full-time faculty decreased by 4, while part-time faculty increased by 7. We have unfilled full-time faculty positions in the areas of information technology, business management, mathematics, and nursing. As a result, we are filling those positions with part-time faculty while searching for qualified full-time faculty.

CAPITAL OUTLAY PROJECTS

The College is currently in the process of updating the Facilities Master Plan. The first step was to do a Facility Condition Assessment (FCA). The assessment will provide the data to support the facilities master plan. A consultant who had prior involvement in the master planning process was brought on board to aid in the search of a firm to complete the FCA. A request for proposals was advertised for the FCA service. The College's Facility Team Committee scored the participating firms in the following areas:

1. Industry Experience of the Firm and Staff Assigned to the College Project
2. Plan for Development/Implementing the Program
3. Compensation Proposal
4. Stability as Measured by Insurance Coverage, Potential Conflicts of Interest, Investigation and Litigation
5. References

The Facility Team interviewed the firms that submitted proposals. The College hired Gordian to complete a comprehensive FCA. This process involved Gordian inspecting every area of the College, from the roof to the foundation. There were several interviews not only with the maintenance staff but also with key stakeholders. Gordian's assessment resulted in 530 projects identified, at a cost of \$23.1 million over the next ten years.

The identified projects were broken down by system and by timeframe. See Figure 1 below. This aided in identifying which areas required the most attention and determining when to complete them. The College's Facility Team used a quality-based selection to select the architect to complete the master plan. Six architect firms were interviewed. The Facility Team ranked the firms based on the following criteria.

1. Programming Expertise and Methods
2. Master Planning Experience, Design Capability, and Familiarity with Facility Type
3. Project Management
4. Workload of Firms Relative to Project Size
5. Past Record of Meeting Project Budgets
6. Chemistry between Team Members and Committee

Cordogan Clark was the firm selected. The firm received the Facility Condition Assessment along with the previous Master Plan and was assigned the responsibility of developing a new master plan. Representatives have visited the college and extension centers. They have met with key stakeholders to begin the process of completing a new Facilities Master Plan.

The previous master plan contained projects through fiscal year 2024, along with other identified projects that haven't been assigned a time to complete. The College included input from all its stakeholders and engaged a contractor with prior experience in developing master plans for other colleges to create this Facilities Master Plan.

The Union County Extension center will be the first project scheduled for fiscal year 2024 which will include remodeling to accommodate the Occupational Therapy Assistant Program. This remodel may also include a new science lab. These projects will be funded through general obligation bonds.

Another scheduled project is the replacement of chillers that supply air conditioning to two of the buildings at main campus. This project was placed for bid in fiscal year 2023, but due to the supply chain issues of receiving the equipment at the time, the project was pushed into fiscal year 2024. This is a project that will also be funded by bonds.

The College’s previous master plan consisted of projects that were identified by previous architect firms with the input of the college’s maintenance staff, key stakeholders, and a consultant.

Figure 1 Capital Outlay Needs by Timeframe

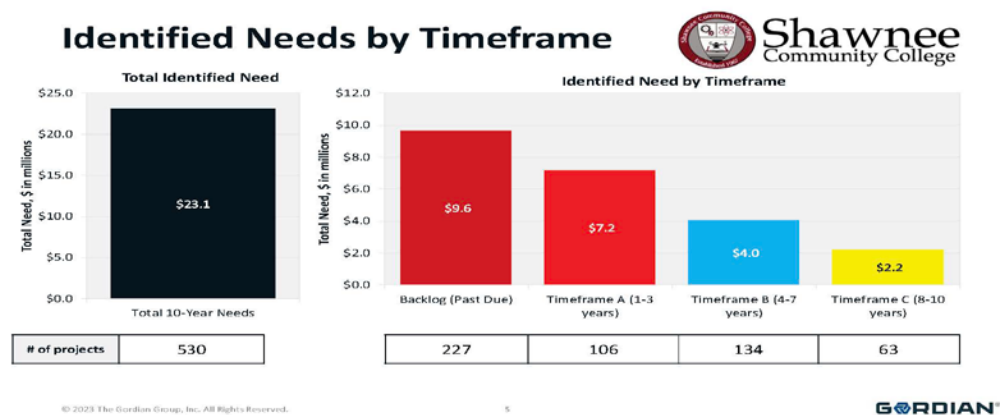
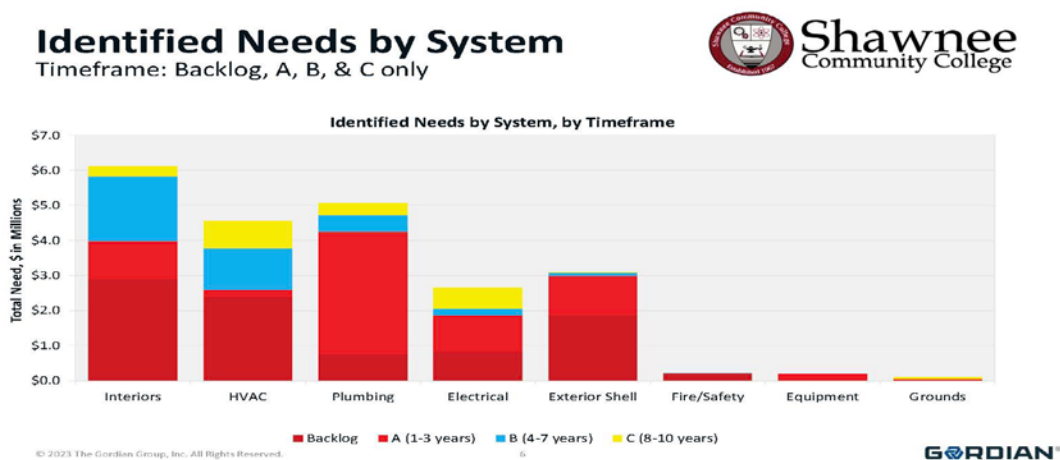


Figure 2 Capital Outlay Needs by System



Shawnee Community College
Fiscal Year 2024 Budget

Shawnee Community College Capital Projects					
Current Projects-Approved	Completed Projects		Future Projects		
Project Description:	Projected Year	Completed Year	Original Budget	Amended Budget	Funding Source
Building H & I Chiller Replacement	2023		\$ 495,500	\$ 495,500	Fund 13 2022 Bonds
Replacement of Exterior Doors & Hardware Main Campus Buildings K & L (CDB)	2022		\$ 345,000	\$ 345,000	CDB
HVAC Rooftop (CDB) Mechanical Upgrades	2022		\$ 2,494,940	\$ 718,300	CDB
HVAC in Server Rooms Buildings H, I, K, L (CDB)	2022		\$ 77,920	\$ 116,902	CDB
H&I Chiller Replacement	2023		\$ 500,000	\$ 444,000	Fund 13 2022 Bonds
Parking Lot Repairs/Maintenance On and Off Campus Facilities	TBD		\$ 25,000	\$ 25,000	Fund 13
Replacement of South Facing Window Wall System in H and Lower K	TBD		\$ 300,000	\$ 300,000	Fund 13 PHS
Replacement of HVAC at Metropolis Center	TBD		\$ 40,000	\$ 40,000	Fund 13 PHS
Third-party Assessment of Electrical Capacity in Main Building(s)	TBD		\$ 15,000	\$ 15,000	Fund 13 PHS
Anna Extension Center Allied Health (Medical Assistant) Classroom	2024		\$ 150,000	\$ 150,000	Fund 13 2022 Bonds
Miscellaneous Small Projects < \$50,000	2024		\$ 50,000	\$ 50,000	Fund 13
Replace Hard Wired Clock System	TBD		\$ 30,000	\$ 30,000	Fund 13 PHS
Address Electrical Capacity in Campus Facilities	TBD		\$ 250,000	\$ 250,000	Fund 13 PHS
Window Treatments in Lower L around Nursing	TBD		\$ 50,000	\$ 50,000	Fund 13 2022 Bonds
Outdoor Athletic Facility Development (Concession, Restrooms, Player Development, Asphalt Drive)	TBD		\$ 400,000	\$ 400,000	Fund 13 2022 Bonds
Classroom Facility for Truck Driving & Logistics	TBD		\$ 750,000	\$ 750,000	Fund 13 2022 Bonds
Relocation of Bookstore and Renovation of Prior Location	TBD		\$ 200,000	\$ 200,000	Fund 13 2022 Bonds
Tie L Atrium with Access to Gym	TBD		\$ 200,000	\$ 200,000	Fund 13
500 kW Solar Array to Serve Vocational Building	TBD		\$ 800,000	\$ 800,000	IGEN
Complete Renovation of Chemistry Lab (H1046)	TBD		\$ 400,000	\$ 400,000	Fund 13 PHS
Construct Biology Lab (A1041)	TBD		\$ 750,000	\$ 750,000	Fund 13 2022 Bonds
Repurpose Existing Biology Lab (A1113) to Classroom	TBD		\$ 100,000	\$ 100,000	Fund 13 PHS
Renovation of Library into Learning Commons	TBD		\$ 500,000	\$ 500,000	Fund 13 PHS
Renovation of Nursing Facilities (Larger Project)	TBD		\$ 2,000,000	\$ 2,000,000	Fund 13 2022 Bonds
Renovations of Restrooms in Lower J Building (J1018, J1020) and Near Library (H1038, H1039)	TBD		\$ 100,000	\$ 100,000	Fund 13 PHS
Renovation of Administration Area	TBD		\$ 300,000	\$ 300,000	Fund 13 2022 Bonds
Scoreboards at Baseball and Softball with Fiber Internet Connection	TBD		\$ 100,000	\$ 100,000	Institutional
Address Safety Concerns in J1017	TBD		\$ 7,500	\$ 7,500	Fund 12 Tort
Main Campus and Extension Center HVAC Renovation	TBD		\$ 559,230	\$ 559,230	Fund 13 2022 Bonds
Information Technology System Firewalls at Anna & Main Campus	2024	2023	\$ 60,000	\$ 145,503	Fund 12 Tort
Cloud Based Data Storage (1st Year)	2024	2023	\$ 320,000	\$ 284,878	Fund 12 Tort
Electronic Access Controls for Exterior Entry Points	2023	2023	\$ 100,000	\$ 100,000	Fund 12 Tort
Weatherization of Hitting Barn	2022	2022	\$ 13,000	\$ 13,000	Fund 13 2017 Bonds
Softball Field New Fencing	2022	2022	\$ 18,637	\$ 18,637	Fund 02
Parking Lot Modification to Metro Center for Truck Driving	2022	2023	\$ 300,000	\$ 209,239	Fund 13 2017 Bonds
Interior Lighting Upgrades to LED on Main Campus	2022	2023	\$ 100,000	\$ 100,000	IGEN
Gymnasium Bleacher & Floor Replacement (CDB)	2022	2023	\$ 500,000	\$ 766,858	CDB
Athletics Asphalt Driveway to Ballfields to CTE Building	2023	2023	\$ 360,000	\$ 280,284	Fund 13 2017 Bonds
Metropolis Center Parking Lot Lighting	2022	2023	\$ 25,000	\$ 25,000	IGEN
CURRENT PROJECTS TOTAL			\$ 3,913,360	\$ 2,119,702	
FUTURE PROJECTS TOTAL			\$ 8,076,730	\$ 8,076,730	
COMPLETED PROJECTS TOTAL			\$ 1,796,637	\$ 1,943,399	
ALL PROJECTS TOTAL			\$ 13,786,727	\$ 12,139,831	

Shawnee Community College
Fiscal Year 2024 Budget

Shawnee Community College
Operating Funds-Education Fund & Operations & Maintenance Fund
Fiscal Years 2019-2024

	FY2019 Actual	FY2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Budget	FY2024 Budget
Revenues:						
Local governmental sources						
Property Taxes	\$ 1,734,687	\$ 1,826,363	\$ 1,880,298	\$ 1,897,060	\$ 2,004,271	\$ 2,054,157
Corporate Personal Property Replacement Tax	488,908	528,651	736,567	1,592,593	1,579,826	1,183,221
Total local governmental sources	2,223,595	2,355,014	2,616,865	3,489,653	3,584,097	3,237,378
State governmental sources	4,511,050	4,446,526	4,248,636	4,209,008	4,345,273	4,437,729
Federal governmental sources	-	-	1,404,127	1,119,998	-	-
Student Tuition and fees	4,865,403	4,451,239	4,833,629	4,434,926	4,785,433	5,312,764
Rental of facilities and equipment	-	41,153	55,503	51,379	50,000	50,000
Investment earnings	280,910	184,110	22,997	42,409	45,000	450,000
Other Sources	383,588	274,731	283,416	262,825	192,885	173,936
Total revenues	12,264,546	11,752,773	13,465,173	13,610,198	13,002,688	13,661,807
Expenditures:						
Instruction	5,140,055	5,110,292	4,723,534	4,476,745	3,405,082	3,597,751
Academic Support	286,796	321,646	297,442	408,791	890,337	928,301
Student Services	1,053,350	1,041,525	1,004,890	1,089,684	1,214,935	1,261,634
Public Services	121,838	93,194	58,821	57,410	674,467	744,203
Auxiliary Services	-	-	-	-	-	-
Operations and Maintenance	1,317,881	2,654,217	1,764,597	1,291,333	1,420,799	1,549,416
Institutional Support	3,212,219	2,494,159	2,333,978	2,199,148	2,984,257	3,095,849
Scholarships, Student Grants, and Waivers	1,967,930	1,800,987	2,072,367	1,949,358	1,727,526	1,812,606
Total expenditures	13,100,069	13,516,020	12,255,629	11,472,469	12,317,403	12,989,760
Other Financing Sources (Uses)						
Bond Proceeds	-	-	-	-	-	-
Operating Transfers, Net	(486,882)	(279,927)	(606,725)	(2,533,039)	(629,455)	(672,047)
Total other financing sources (Uses)	(486,882)	(279,927)	(606,725)	(2,533,039)	(629,455)	(672,047)
Revenues and Other Financing Sources (Under)						
Expenditures and Other Financing Uses	\$ (1,322,405)	\$ (2,043,174)	\$ 602,819	\$ (395,310)	\$ 55,830	\$ -

Shawnee Community College
Fiscal Year 2024 Budget

Shawnee Community College
Fiscal Year 2024 Budget
All Funds

	Operating Funds								Liability, Protection, and Settlement Fund	Total
	Education Fund	Operations and Maintenance Fund	Operations and Maintenance Fund Restricted	Bond and Interest Fund	Auxiliary Enterprises Fund	Restricted Purposes Fund	Working Cash Fund	Audit Fund		
Revenues:										
Local governmental sources										
Property Taxes	\$ 1,372,869	\$ 681,288	\$ 250,000	\$ 1,397,725	\$ -	\$ -	\$ -	\$ 36,741	\$ 870,478	\$ 4,609,101
Corporate Personal Property Replacement Tax	828,255	354,966	-	-	-	-	-	-	-	1,183,221
Total local governmental sources	2,201,124	1,036,254	250,000	1,397,725	-	-	-	36,741	870,478	5,792,322
State governmental sources	4,038,553	399,176	-	-	-	1,188,740	-	-	-	-
Federal governmental sources	-	-	-	-	-	4,786,633	-	-	-	-
Student Tuition and fees	5,312,764	-	-	-	-	-	-	-	-	5,312,764
Rental of facilities and equipment	-	50,000	-	-	-	-	-	-	-	50,000
Investment earnings	450,000	-	-	-	-	-	150,000	-	-	600,000
Other Sources	173,936	-	-	-	481,200	-	-	-	-	655,136
Total revenues	12,176,377	1,485,430	250,000	1,397,725	481,200	5,975,373	150,000	36,741	870,478	12,410,222
Expenditures:										
Instruction	3,597,751	-	-	-	-	-	-	-	-	3,597,751
Academic Support	928,301	-	-	-	-	-	-	-	-	928,301
Student Services	1,261,634	-	-	-	-	352,531	-	-	-	1,614,165
Public Services	744,203	-	-	-	-	-	-	-	-	744,203
Auxiliary Services	-	-	-	-	1,470,653	-	-	-	-	1,470,653
Operations and Maintenance	-	1,549,416	1,261,450	-	-	-	-	-	-	2,810,866
Institutional Support	3,095,849	-	-	1,397,725	-	1,837,883	-	39,000	1,502,739	7,873,196
Scholarships, Student Grants, and Waivers	1,812,606	-	-	-	-	3,784,959	-	-	-	5,597,565
Total expenditures	11,440,344	1,549,416	1,261,450	1,397,725	1,470,653	5,975,373	-	39,000	1,502,739	24,636,700
Other Financing Sources (Uses)										
Bond Proceeds	-	-	-	-	-	-	-	-	-	-
Operating Transfers, Net	(672,047)	-	-	-	822,047	-	(150,000)	-	-	-
Total other financing sources (Uses)	(672,047)	-	-	-	822,047	-	(150,000)	-	-	-
Revenues and Other Financing Sources (Uses)	63,986	(63,986)	(1,011,450)	-	(167,406)	-	-	(2,259)	(632,261)	(1,813,376)
Fund Balance										
Beginning (projected)	8,493,929	2,668,240	9,044,970	448,403	331,947	-	5,873,870	36,850	1,221,253	28,119,462
Ending (projected)	\$ 8,557,915	\$ 2,604,254	\$ 8,033,520	\$ 448,403	\$ 164,541	\$ -	\$ 5,873,870	\$ 34,591	\$ 588,992	\$ 26,306,086

Shawnee Community College
Fiscal Year 2024 Budget

Shawnee Community College
Fiscal Year 2023 Budget
All Funds

	Operating Funds									
	Education Fund	Operations and Maintenance Fund	Operations and Maintenance Fund Restricted	Bond and Interest Fund	Auxiliary Enterprises Fund	Restricted Purposes Fund	Working Cash Fund	Audit Fund	Liability, Protection, and Settlement Fund	Total
Revenues:										
Local governmental sources										
Property Taxes	\$ 1,333,257	\$ 671,014	\$ 250,000	\$ 1,606,500	\$ -	\$ -	\$ -	\$ 35,449	\$ 828,241	\$ 4,724,461
Corporate Personal Property Replacement Tax	1,407,326	172,500	-	-	-	-	-	-	-	1,579,826
Total local governmental sources	2,740,583	843,514	250,000	1,606,500	-	-	-	35,449	828,241	6,304,287
State governmental sources	3,963,292	381,981	-	-	-	823,167	-	-	-	-
Federal governmental sources	-	-	-	-	-	6,393,317	-	-	-	-
Student Tuition and fees	4,785,433	-	-	-	-	-	-	-	-	4,785,433
Rental of facilities and equipment	-	50,000	-	-	-	-	-	-	-	50,000
Investment earnings	45,000	-	-	-	-	-	50,000	-	-	95,000
Other Sources	192,885	-	-	-	455,200	-	-	-	-	648,085
Total revenues	11,727,193	1,275,495	250,000	1,606,500	455,200	7,216,484	50,000	35,449	828,241	11,882,805
Expenditures:										
Instruction	3,405,082	-	-	-	-	-	-	-	-	3,405,082
Academic Support	890,337	-	-	-	-	-	-	-	-	890,337
Student Services	1,214,935	-	-	-	-	338,972	-	-	-	1,553,907
Public Services	674,467	-	-	-	-	-	-	-	-	674,467
Auxiliary Services	-	-	-	-	1,348,960	-	-	-	-	1,348,960
Operations and Maintenance	-	1,420,799	1,261,450	-	-	-	-	-	-	2,682,249
Institutional Support	2,984,257	-	-	1,606,500	-	1,530,619	-	39,000	1,493,146	7,653,522
Scholarships, Student Grants, and Waivers	1,727,526	-	-	-	-	5,346,893	-	-	-	7,074,419
Total expenditures	10,896,604	1,420,799	1,261,450	1,606,500	1,348,960	7,216,484	-	39,000	1,493,146	25,282,943
Other Financing Sources (Uses)										
Bond Proceeds	-	-	-	-	-	-	-	-	-	-
Operating Transfers, Net	(629,455)	-	-	-	679,455	-	(50,000)	-	-	-
Total other financing sources (Uses)	(629,455)	-	-	-	679,455	-	(50,000)	-	-	-
Revenues and Other Financing Sources (Under)										
Expenditures and Other Financing Uses	201,134	(145,304)	(1,011,450)	-	(214,305)	-	-	(3,551)	(664,905)	(1,838,381)
Fund Balance										
Beginning (projected)	7,320,820	2,748,844	3,274,217	574,687	391,619	-	5,030,178	42,652	1,676,628	21,059,645
Ending (projected)	\$ 7,521,954	\$ 2,603,540	\$ 2,262,767	\$ 574,687	\$ 177,314	\$ -	\$ 5,030,178	\$ 39,101	\$ 1,011,723	\$ 19,221,264

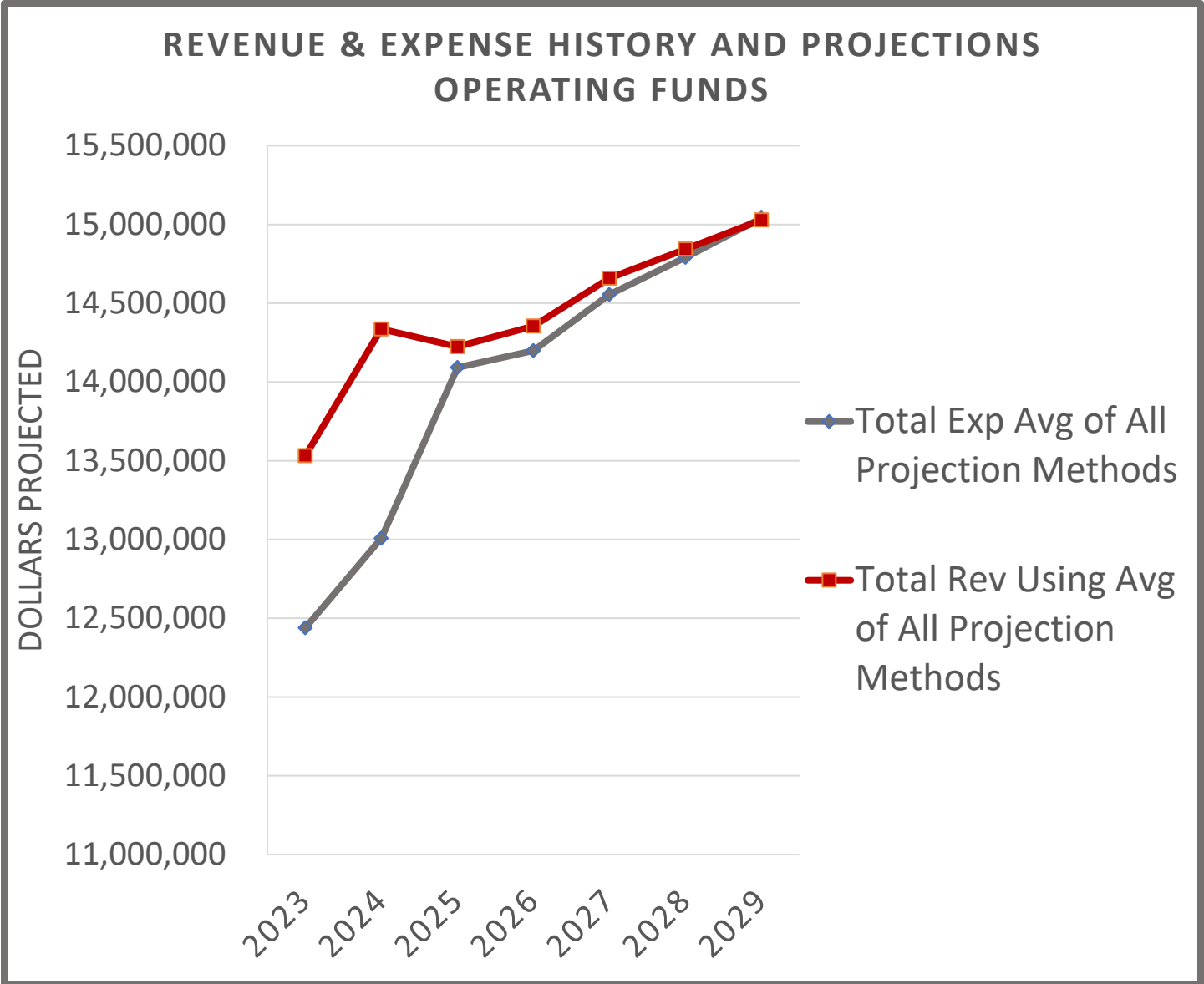
Shawnee Community College
Fiscal Year 2024 Budget

Shawnee Community College
Fiscal Year 2022 Actual
All Funds

	Operating Funds								Liability, Protection, and Settlement Fund	Total
	Education Fund	Operations and Maintenance Fund	Operations and Maintenance Fund Restricted	Bond and Interest Fund	Auxiliary Enterprises Fund	Restricted Purposes Fund	Working Cash Fund	Audit Fund		
Revenues:										
Local governmental sources										
Property Taxes	\$ 1,261,293	\$ 635,767	\$ 240,575	\$ 1,621,304	\$ -	\$ -	\$ -	\$ 32,125	\$ 796,537	\$ 4,587,601
Corporate Personal Property Replacement Tax	1,193,094	399,499	-	-	-	-	-	-	-	1,592,593
Total local governmental sources	2,454,387	1,035,266	240,575	1,621,304	-	-	-	32,125	796,537	6,180,194
State governmental sources	3,843,643	365,365	-	-	-	768,059	-	-	-	-
Federal governmental sources	1,119,998	-	-	-	-	5,597,224	-	-	-	-
Student Tuition and fees	4,434,926	-	-	-	-	-	-	-	-	4,434,926
Rental of facilities and equipment	-	51,379	-	-	-	-	-	-	-	51,379
Investment earnings	42,409	-	-	-	-	-	8,204	-	-	50,613
Other Sources	256,837	5,988	-	-	397,491	-	-	-	-	660,316
Total revenues	12,152,200	1,457,998	240,575	1,621,304	397,491	6,365,283	8,204	32,125	796,537	11,377,428
Expenditures:										
Instruction	4,476,745	-	-	-	-	244,697	-	-	-	4,721,442
Academic Support	408,791	-	-	-	-	1,268,329	-	-	-	1,677,120
Student Services	1,089,684	-	-	-	-	558,700	-	-	-	1,648,384
Public Services	57,410	-	-	-	-	439,807	-	-	-	497,217
Auxiliary Services	-	-	-	-	1,134,849	-	-	-	-	1,134,849
Operations and Maintenance	-	1,291,333	58,272	-	-	-	-	-	-	1,349,605
Institutional Support	2,199,148	-	-	1,720,500	-	1,671,954	-	37,950	1,039,817	6,669,369
Scholarships, Student Grants, and Waivers	1,949,358	-	-	-	-	2,181,796	-	-	-	4,131,154
Total expenditures	10,181,136	1,291,333	58,272	1,720,500	1,134,849	6,365,283	-	37,950	1,039,817	21,829,140
Other Financing Sources (Uses)										
Bond Proceeds	-	-	-	-	-	-	-	-	-	-
Operating Transfers, Net	(2,254,058)	(278,981)	1,927,359	-	613,884	-	(8,204)	-	-	-
Total other financing sources (Uses)	(2,254,058)	(278,981)	1,927,359	-	613,884	-	(8,204)	-	-	-
Revenues and Other Financing Sources (Under) Expenditures and Other Financing Uses	(282,994)	(112,316)	2,109,662	(99,196)	(123,474)	-	-	(5,825)	(243,280)	1,242,577
Fund Balance										
Beginning	7,603,790	2,861,161	1,164,555	673,883	515,093	-	5,030,178	48,477	1,919,908	19,817,045
Ending	\$ 7,320,796	\$ 2,748,845	\$ 3,274,217	\$ 574,687	\$ 391,619	\$ -	\$ 5,030,178	\$ 42,652	\$ 1,676,628	\$ 21,059,622

LONG TERM FINANCIAL PLANNING

The College engages in a comprehensive financial forecasting endeavor that stretches five years beyond the designated budget year. This thorough financial modeling process incorporates revenue projections intricately tied to expected local property tax revenues and tuition and fees, the latter contingent upon enrollment projections. The modeling process uses forecasted percent changes in all revenue and expenditure areas and linear regression analysis based upon historical actual expenditures and revenues going back to fiscal year 2015. To enhance accuracy and mitigate potential errors, the final projections are derived from the average of three distinct projection models. Notably, these projections exclusively pertain to the general operating funds, ensuring a focused and precise assessment of the College's financial trajectory. This strategic and data-driven approach emphasizes the College's commitment to prudent financial planning and risk management.



Shawnee Community College
Fiscal Year 2024 Budget

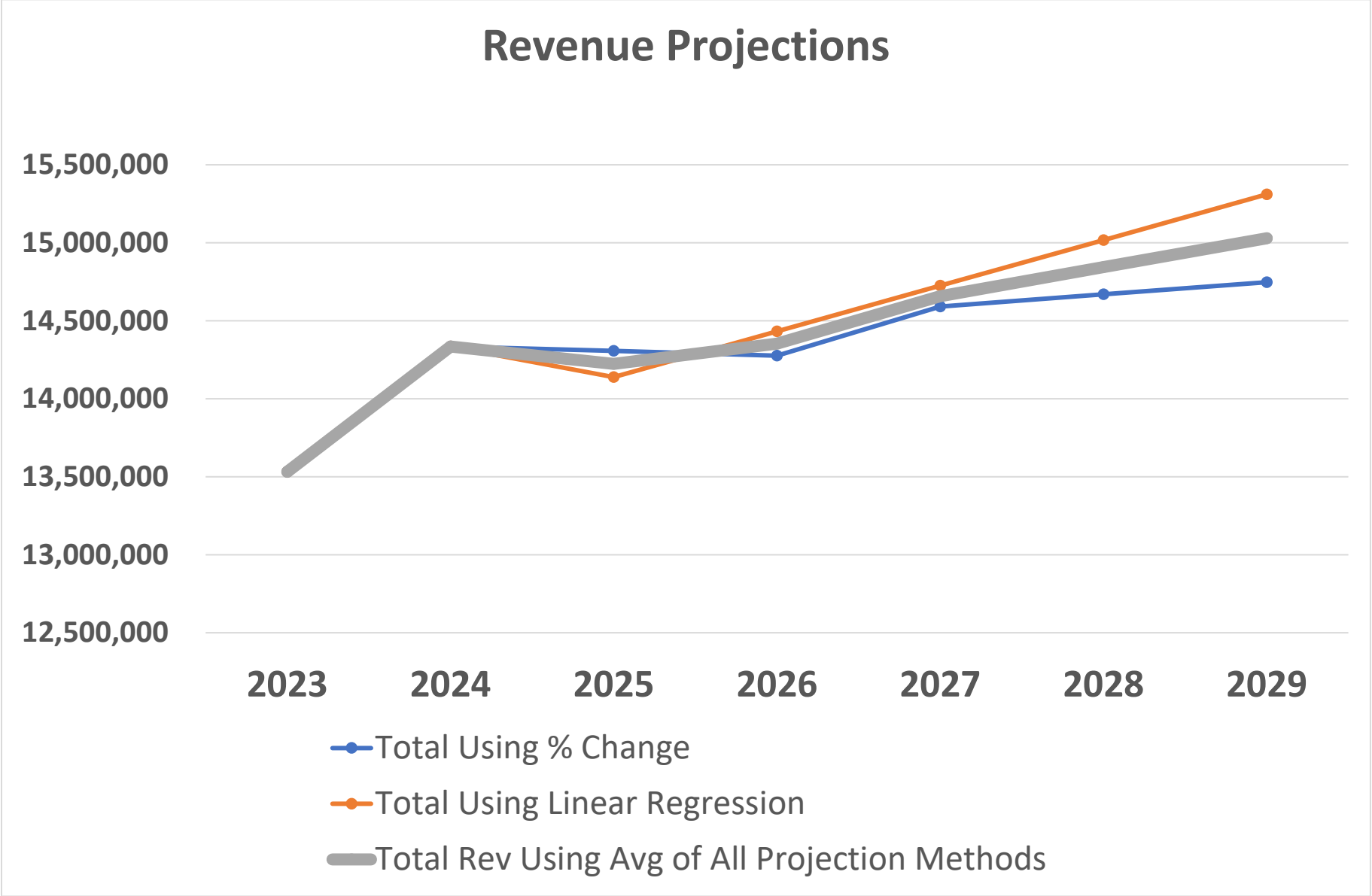
Shawnee Community College
Revenue Projection
Fiscal Years 2024-2029
Operating Funds

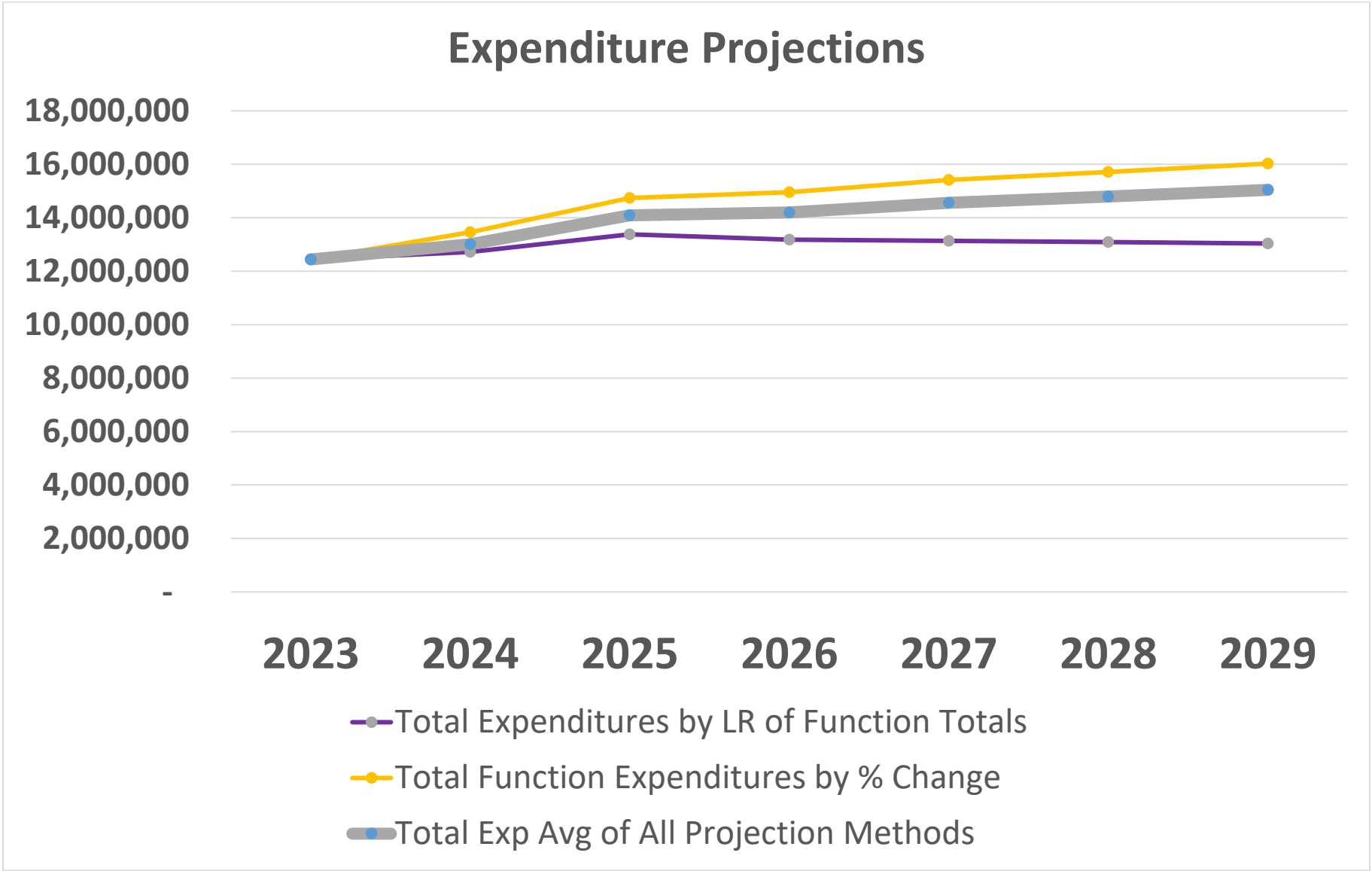
	ACTUAL 2023	FORECASTED 2024	PROJECTED 2025	PROJECTED 2026	PROJECTED 2027	PROJECTED 2028	PROJECTED 2029
Local Government							
Current Taxes	1,986,269	2,044,076	2,064,516	2,105,807	2,147,923	2,147,923	2,147,923
Chargeback Revenue	-	-	-	-	-	-	-
Subtotal % Change	1,986,269	2,044,076	2,064,516	2,105,807	2,147,923	2,147,923	2,147,923
Subtotal Linear Regression	1,986,269	2,044,076	2,018,770	2,048,236	2,077,703	2,107,169	2,136,635
Subtotal Average	1,986,269	2,044,076	2,041,643	2,077,022	2,112,813	2,127,546	2,142,279
State Government							
ICCB Credit Hour Grants	1,295,376	1,375,225	1,447,981	1,518,039	1,591,345	1,591,345	1,591,345
ICCB Equalization Grants	2,955,150	3,014,637	3,174,124	3,327,699	3,488,394	3,488,394	3,488,394
Career and Technical Education (CTE) Grant	116,852	116,852	120,358	125,172	127,675	127,675	127,675
Property Replacement Tax (CPPRT)	1,662,094	1,662,094	1,163,466	1,105,293	1,105,293	1,105,293	1,105,293
Subtotal % Change	6,029,472	6,168,808	5,905,929	6,076,203	6,312,707	6,312,707	6,312,707
Subtotal Linear Regression	6,029,472	6,168,808	5,455,972	5,556,436	5,656,899	5,757,362	5,857,825
Subtotal Average	6,029,472	6,168,808	5,680,951	5,816,319	5,984,803	6,035,034	6,085,266
Federal Government							
Other	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-
Tuition & Fees							
Tuition	4,078,978	4,556,361	4,759,703	4,477,081	4,477,081	4,477,081	4,477,081
Fees	720,990	735,838	768,677	803,267	839,342	877,082	916,526
Subtotal % Change	4,799,968	5,292,199	5,528,380	5,280,348	5,316,423	5,354,163	5,393,607
Subtotal Linear Regression	4,799,968	5,312,763	5,001,690	5,048,659	5,095,628	5,142,597	5,189,566
Subtotal Average	4,799,968	5,302,481	5,265,035	5,164,504	5,206,025	5,248,380	5,291,586
Other Sources							
Facilities Revenue	57,992	61,486	65,790	67,764	69,797	71,891	74,047
Sales and Service Fees	6,627	31,847	33,758	34,433	35,122	35,824	36,541
Investment Revenue	423,518	450,000	468,000	482,040	491,681	501,514	506,530
Bond Proceeds	-	-	-	-	-	-	-
Other Sources	227,757	137,128	137,128	137,128	137,128	137,128	137,128
Subtotal % Change	715,894	680,462	704,677	721,365	733,728	746,358	754,246
Subtotal Linear Regression	715,894	680,462	765,731	593,741	554,965	802,819	630,829
Subtotal Average	715,894	680,462	735,204	657,553	644,346	774,588	692,537
Total Revenues by Average Method	13,531,603	14,195,826	13,722,833	13,715,398	13,947,987	14,185,549	14,211,669
Transfers	-	150,000	150,000	150,000	150,000	150,000	150,000
Total Using % Change	13,531,603	14,335,544	14,307,756	14,276,153	14,590,560	14,670,396	14,747,194
Total Using Linear Regression	13,531,603	14,335,544	14,138,544	14,431,521	14,724,498	15,017,475	15,310,451
Using Avg of All Projection Methods	13,531,603	14,335,544	14,223,150	14,353,837	14,657,529	14,843,935	15,028,823

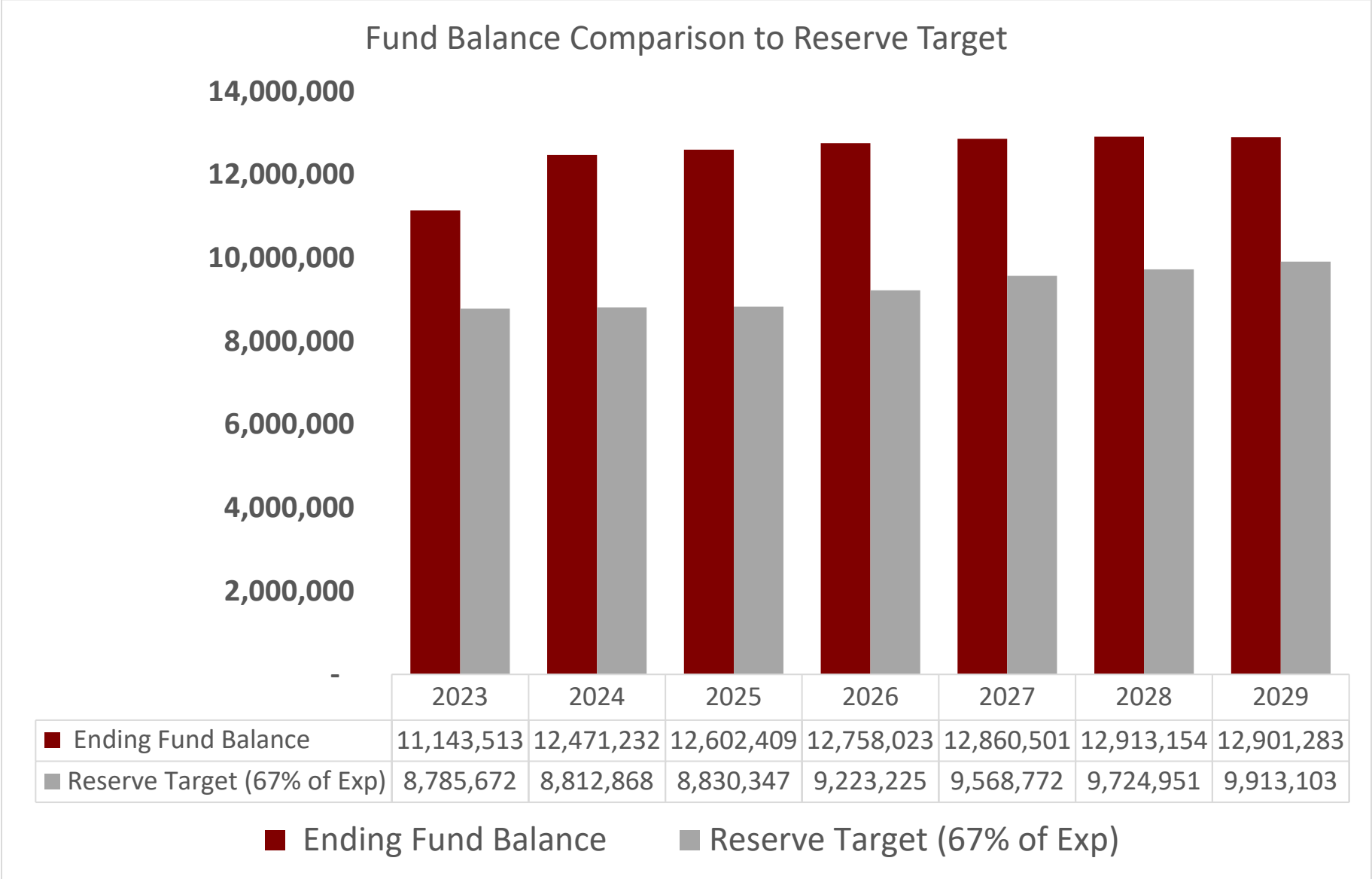
Shawnee Community College
Fiscal Year 2024 Budget

Shawnee Community College
Expenditure Projection
Fiscal Years 2024-2029
Operating Funds

	ACTUAL 2022	ACTUAL 2023	FORECASTED 2024	PROJECTED 2025	PROJECTED 2026	PROJECTED 2027	PROJECTED 2028	PROJECTED 2029
By Object								
Salaries	6,146,845	6,258,025	6,367,897	6,749,971	7,154,969	7,584,267	7,925,559	8,282,209
Employee Benefits	622,309	623,568	628,256	678,517	732,798	791,422	854,736	923,115
Contractual Services	1,239,814	1,169,384	1,118,925	1,152,493	1,187,067	1,222,679	1,222,679	1,222,679
General Materials & Supplies	531,508	648,884	740,781	666,702	680,037	693,637	707,510	721,660
Conference & Meeting Expense	44,375	102,294	79,754	79,754	80,552	81,357	82,171	82,992
Fixed Charges	123,736	132,744	180,561	184,172	187,855	191,612	195,445	199,353
Utilities	619,287	685,868	732,830	769,472	807,945	848,342	890,760	935,298
Capital Outlay	36,548	81,993	114,681	143,351	215,026	322,539	354,793	390,272
Other - Scholarships/Waivers	2,108,042	2,130,145	2,107,029	2,161,043	1,995,081	1,957,438	1,919,795	1,882,152
Provision for Contingency	-							
Subtotal	11,472,464	11,832,905	12,070,713	12,585,474	13,041,330	13,693,295	14,153,447	14,639,731
Transfers	2,541,243	606,164	775,658	1,572,047	1,422,047	1,422,047	1,422,047	1,422,047
Total Expenditures by % Change by Object	14,013,707	12,439,069	12,846,371	14,157,521	14,463,377	15,115,342	15,575,494	16,061,778
By Function								
Instruction	4,476,742	3,254,041	3,381,068	3,583,932	3,798,968	4,026,906	4,208,117	4,397,482
Academic Support	408,792	759,357	782,082	817,276	854,053	892,486	932,648	974,617
Student Services	1,089,684	975,656	1,127,359	1,178,090	1,231,104	1,286,504	1,344,397	1,404,895
Public Service	57,410	682,210	540,496	551,306	562,332	573,579	585,050	596,751
Operation and Maintenance of Plant	1,291,332	1,372,587	1,439,420	1,468,209	1,497,573	1,527,524	1,558,075	1,589,236
Institutional Support	1,949,356	2,754,965	4,031,032	4,151,963	4,276,522	4,404,817	4,404,817	4,404,817
Scholarships & Grants	2,199,148	2,034,089	1,381,560	1,416,976	1,308,156	1,283,474	1,258,792	1,234,110
Subtotal	11,472,464	11,832,905	12,683,018	13,167,752	13,528,709	13,995,291	14,291,896	14,601,909
Transfers	2,541,243	606,164	775,658	1,572,047	1,422,047	1,422,047	1,422,047	1,422,047
Total Expenditures LR Projection (Before Transfers)			11,942,771	11,806,551	11,758,488	11,710,425	11,662,363	11,614,300
Total Expenditures by LR of Function Totals	14,013,707	12,439,069	12,718,429	13,378,598	13,180,535	13,132,472	13,084,410	13,036,347
Total Function Expenditures by % Change	14,013,707	12,439,069	13,458,676	14,739,799	14,950,756	15,417,338	15,713,943	16,023,956
Total Exp Avg of All Projection Methods	14,013,707	12,439,069	13,007,825	14,091,973	14,198,223	14,555,051	14,791,282	15,040,693
Beginning Fund Balance	10,463,269	10,050,979	11,143,513	12,471,232	12,602,409	12,758,023	12,860,501	12,913,154
Ending Fund Balance	10,050,979	11,143,513	12,471,232	12,602,409	12,758,023	12,860,501	12,913,154	12,901,283
Net Surplus/(Deficit)	(412,291)	1,092,534	1,327,719	131,177	155,614	102,478	52,653	(11,870)
Fund Balance as % of Operating Expenditures (3-Yr Historical Avg)	71.8%	85.0%	94.8%	95.6%	92.7%	90.0%	89.0%	87.2%
Reserve Target (67% of Exp)	9,375,807	8,785,672	8,812,868	8,830,347	9,223,225	9,568,772	9,724,951	9,913,103







DEBT OBLIGATIONS

The College by statute 50 ILCS 405/1 can incur debt up to 2.875% of the district's equalized assessed valuation. The College issued general obligation bonds in the Fall 2022 which will be utilized for capital projects. At this time the College's bond rating was A+ through Standard and Poor's Global Ratings.

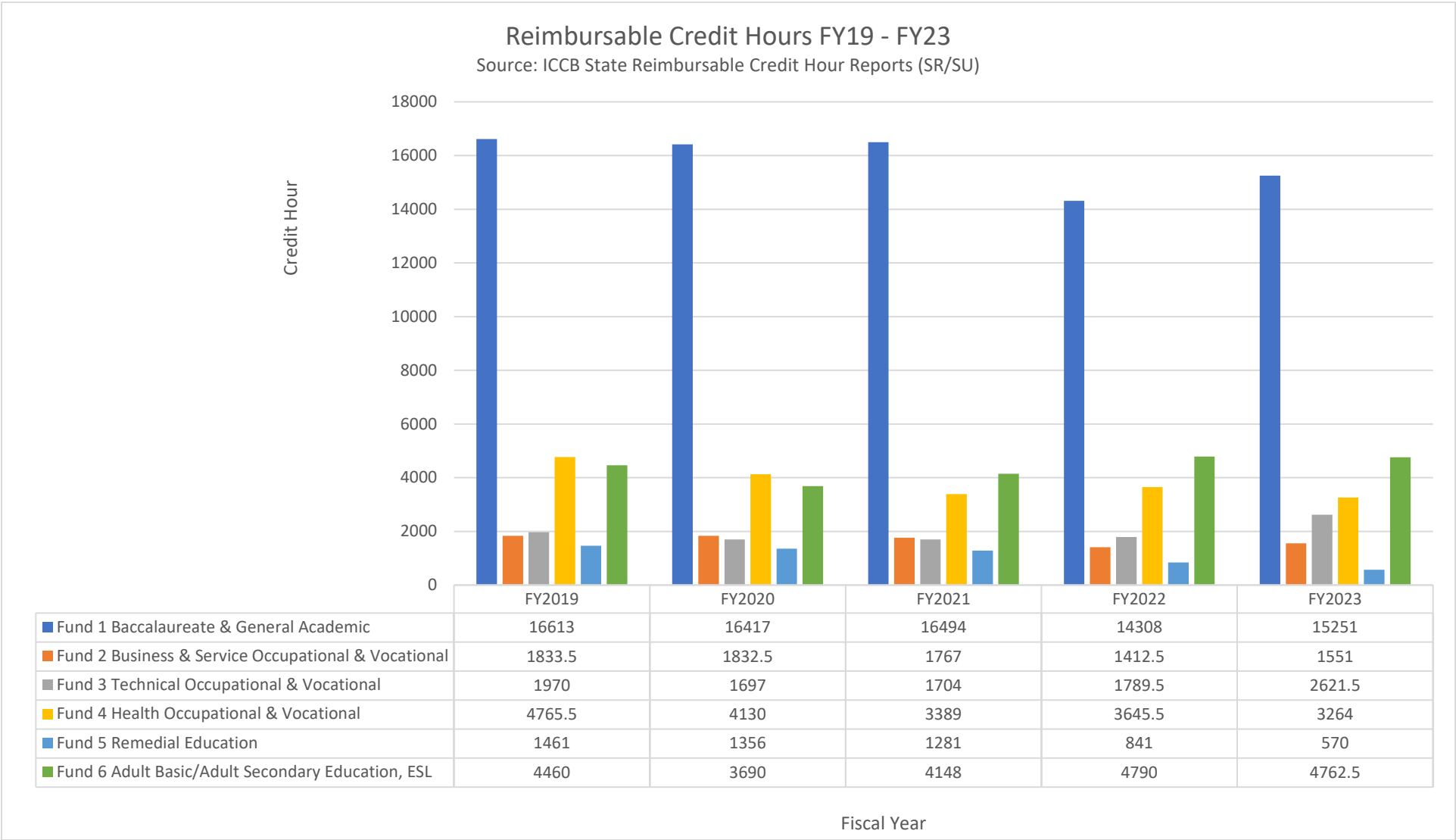
Bond Payment Schedule

	Series 2022A Bonds			Series 2022B Bonds		
	Principal	Interest	Total Payment	Principal	Interest	Total Payment
12/1/2023	\$ 35,000.00	\$ 305,816.67	\$ 340,816.67	\$ 860,000.00	\$ 42,283.33	\$ 902,283.33
6/1/2024	\$ -	\$ 154,625.00	\$ 154,625.00	\$ -	\$ -	\$ -
12/1/2024	\$ 1,115,000.00	\$ 154,625.00	\$ 1,269,625.00	\$ -	\$ -	\$ -
6/1/2025	\$ -	\$ 126,750.00	\$ 126,750.00	\$ -	\$ -	\$ -
12/1/2025	\$ 1,175,000.00	\$ 126,750.00	\$ 1,301,750.00	\$ -	\$ -	\$ -
6/1/2026	\$ -	\$ 97,375.00	\$ 97,375.00	\$ -	\$ -	\$ -
12/1/2026	\$ 1,235,000.00	\$ 97,375.00	\$ 1,332,375.00	\$ -	\$ -	\$ -
6/1/2027	\$ -	\$ 66,500.00	\$ 66,500.00	\$ -	\$ -	\$ -
12/1/2027	\$ 1,295,000.00	\$ 66,500.00	\$ 1,361,500.00	\$ -	\$ -	\$ -
6/1/2028	\$ -	\$ 34,125.00	\$ 34,125.00	\$ -	\$ -	\$ -
12/1/2028	\$ 1,365,000.00	\$ 34,125.00	\$ 1,399,125.00	\$ -	\$ -	\$ -

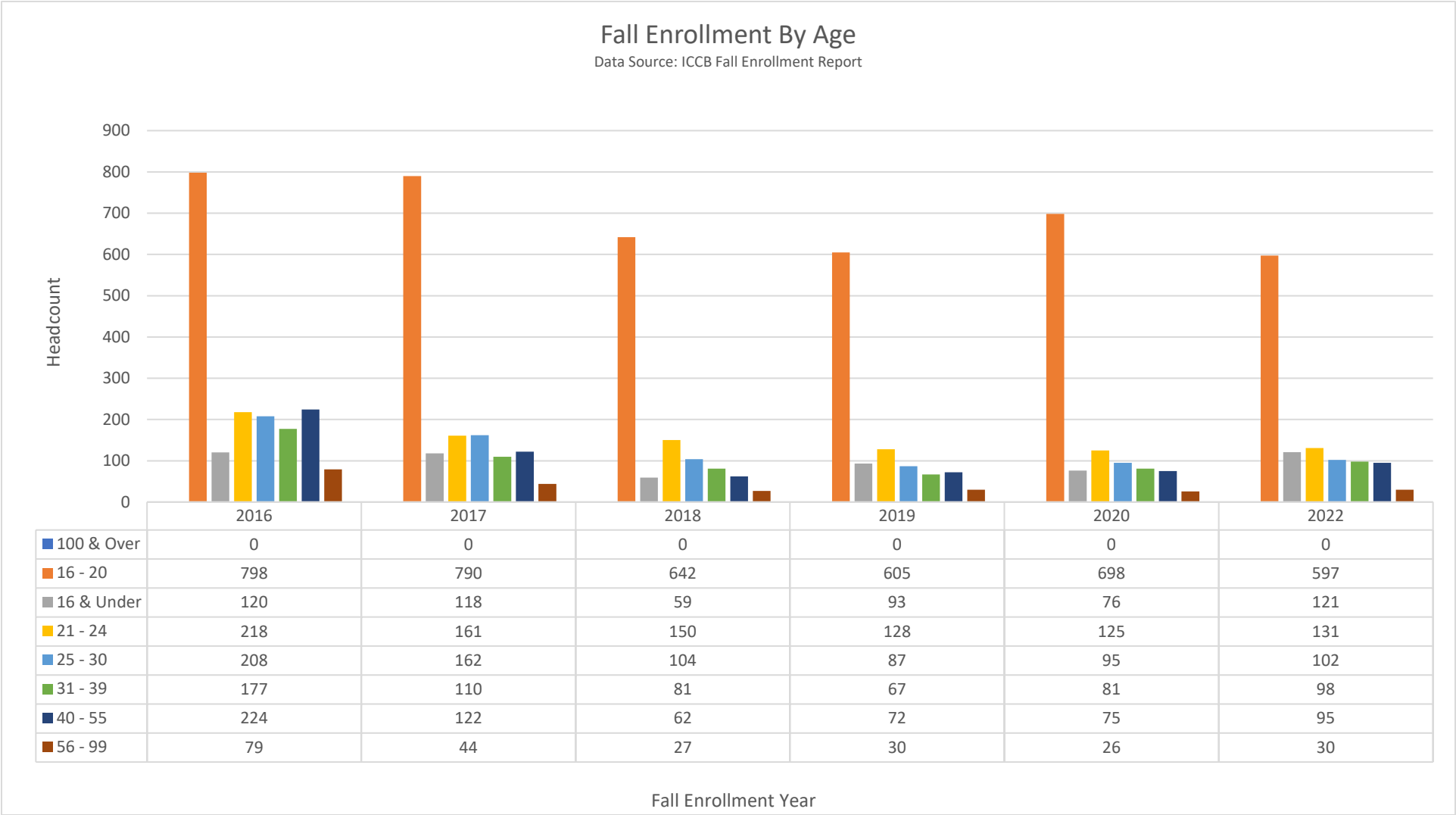
Assessed Valuations - 2022 Levy***	<u>\$ 719,421,866</u>
Debt Limit, 2.875 Percent of Assessed Valuation (50 ILCS 405/1)	\$ 20,683,379
Indebtedness:	
General Obligation Community College Bonds	<u>7,080,000</u>
Legal Debt Margin	<u>\$ 13,603,379</u>

*** - Most Current Assessed Valuation Available

Historical credit hours by fund assist with forecasting revenue. Each fund is reimbursed by the State at different levels; therefore, it is critical to understand the credit hour trends by fund.

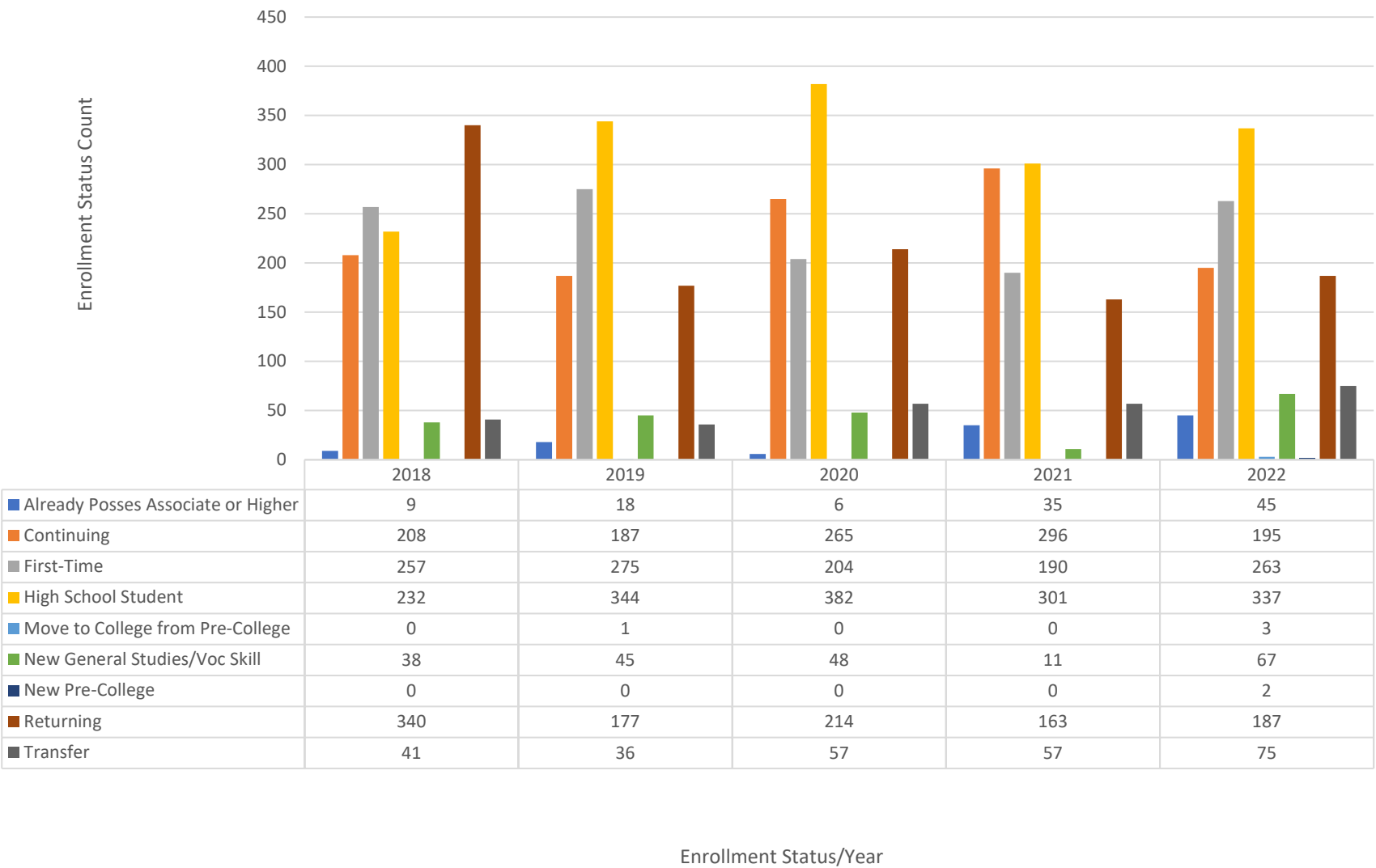


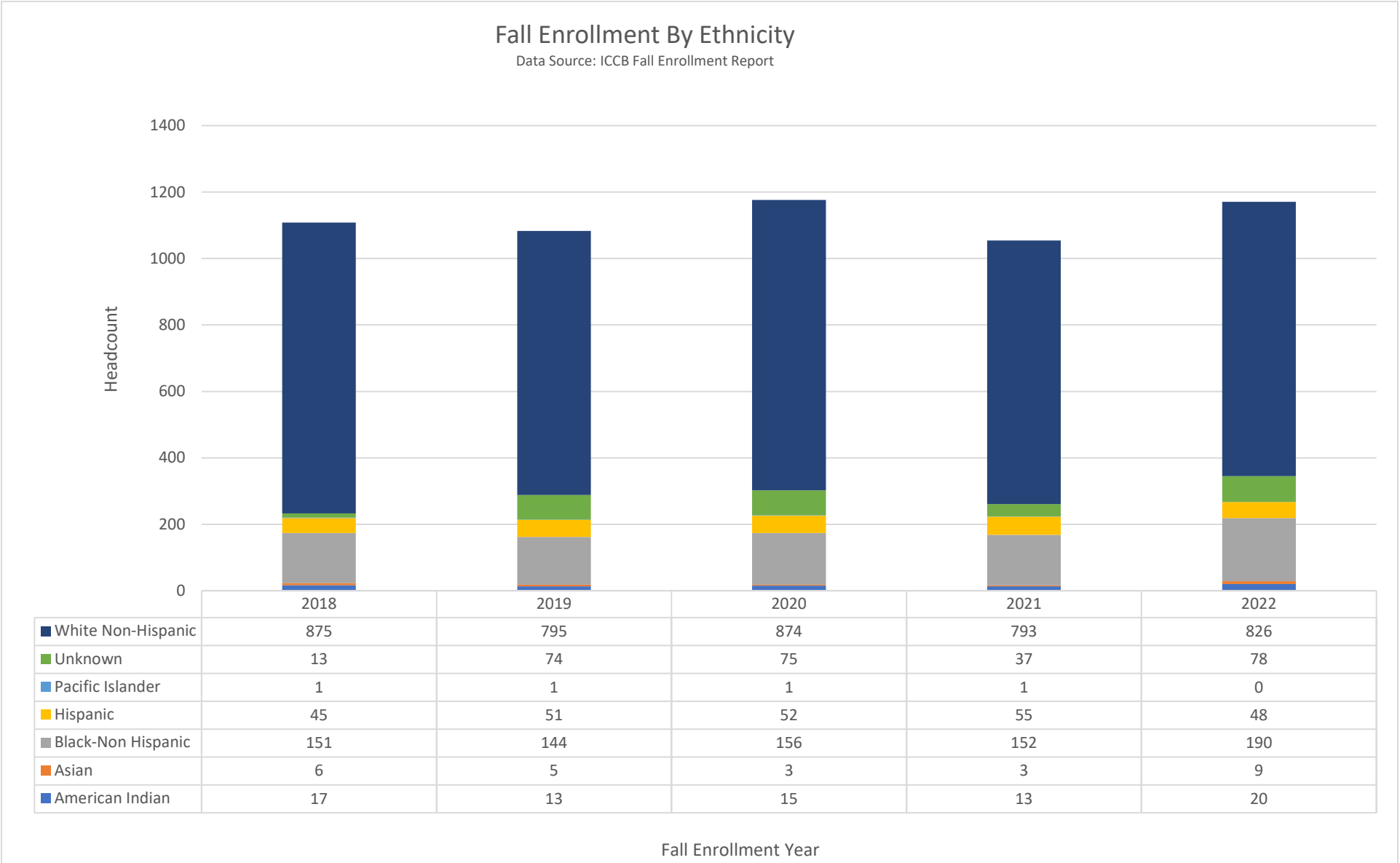
The following charts disaggregate the fall headcount report submitted to the State, annually. Analyzing the enrollment behaviors of each group can help detect enrollment changes that can assist with forecasting credit hours.

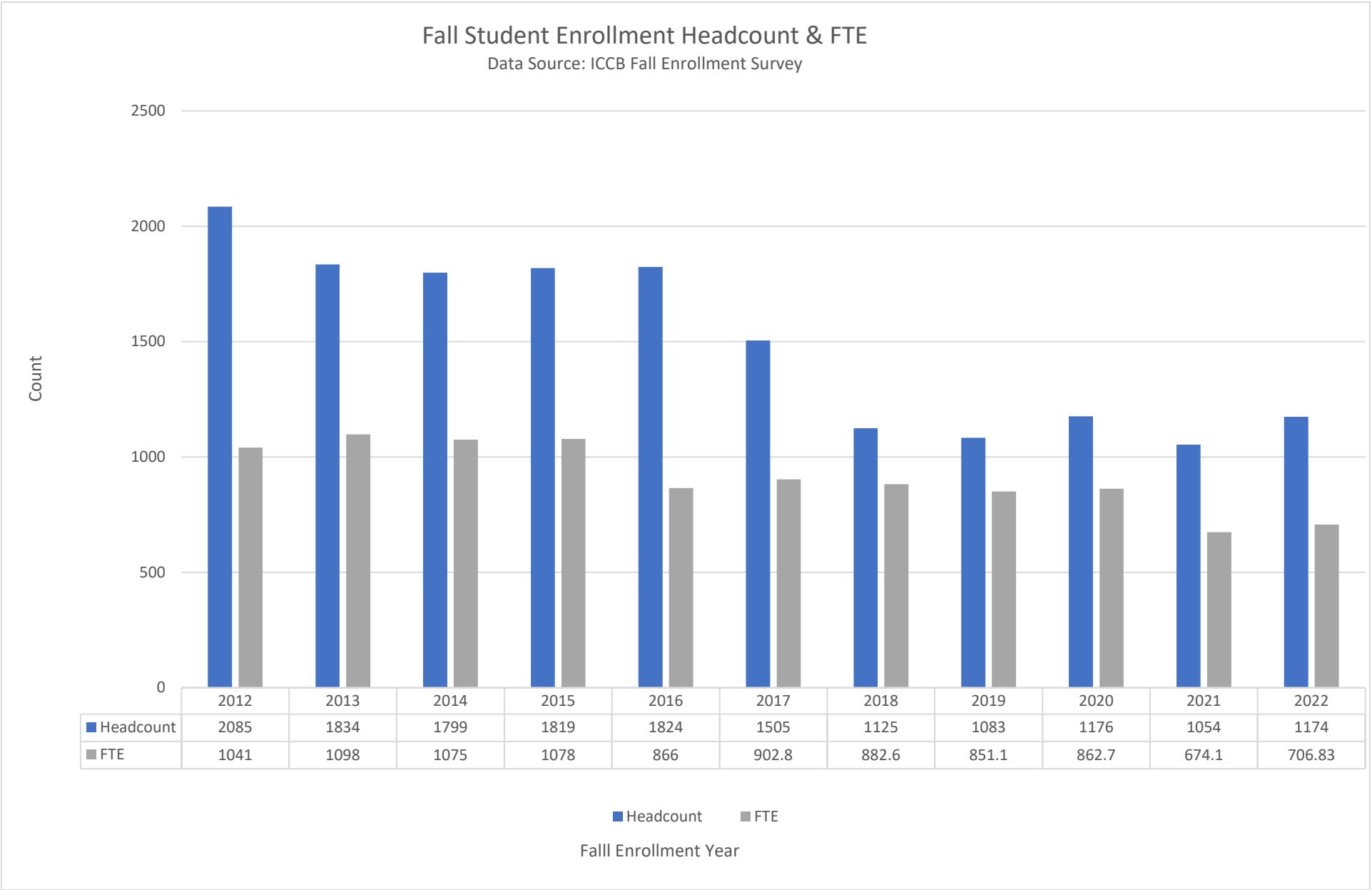


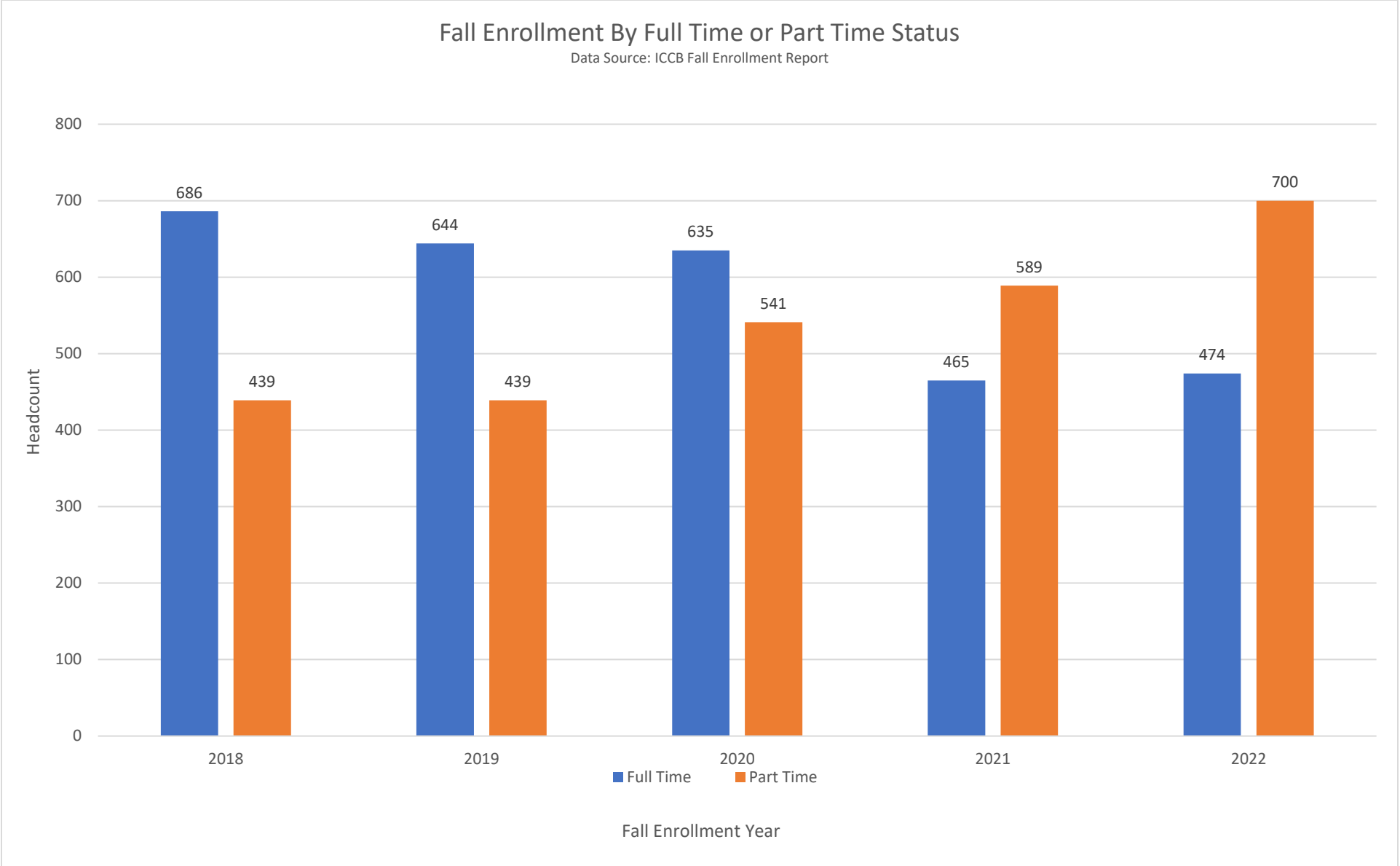
Fall Enrollment By Enrollment Status

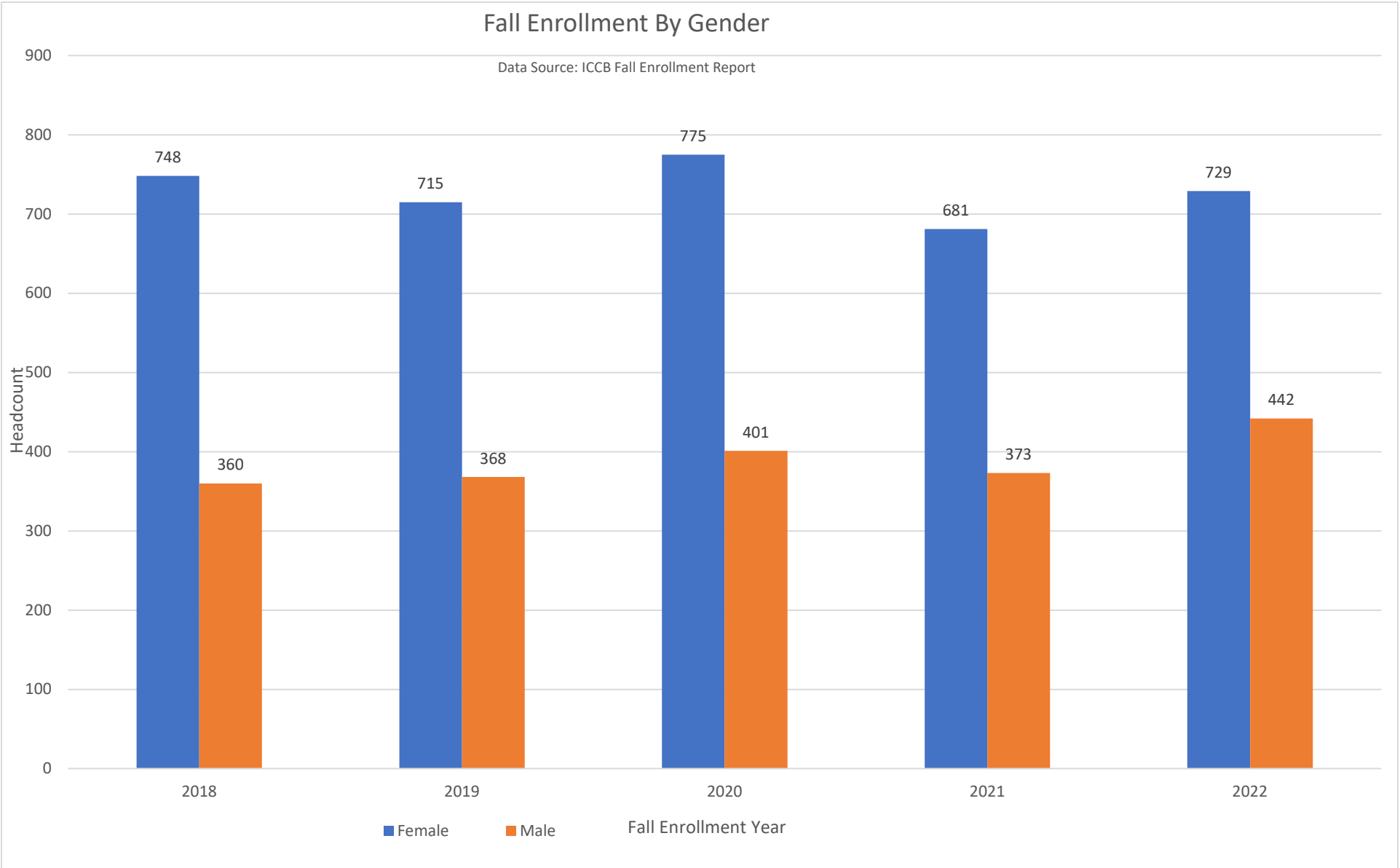
Data Source: ICCB Fall Enrollment Report

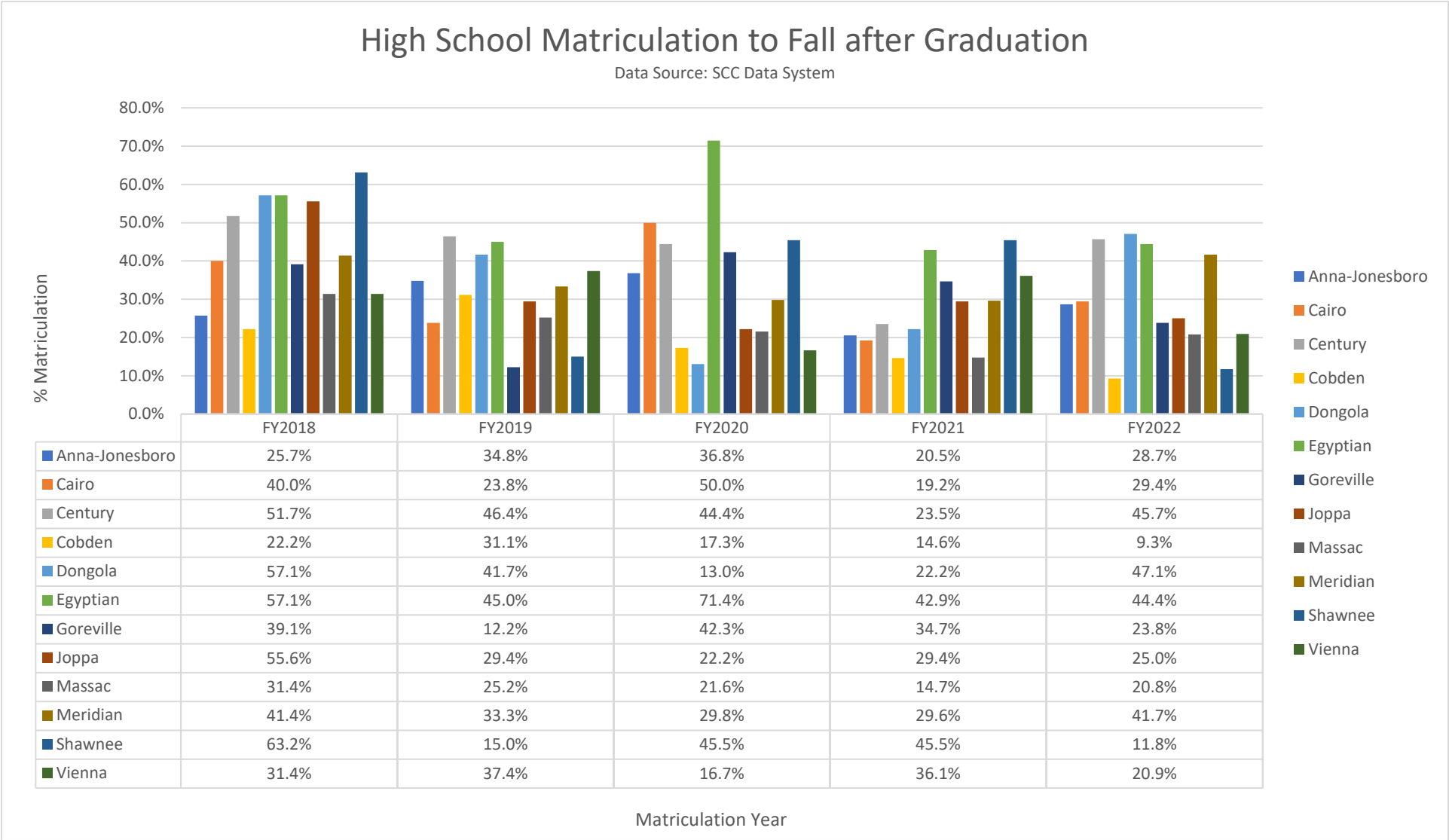




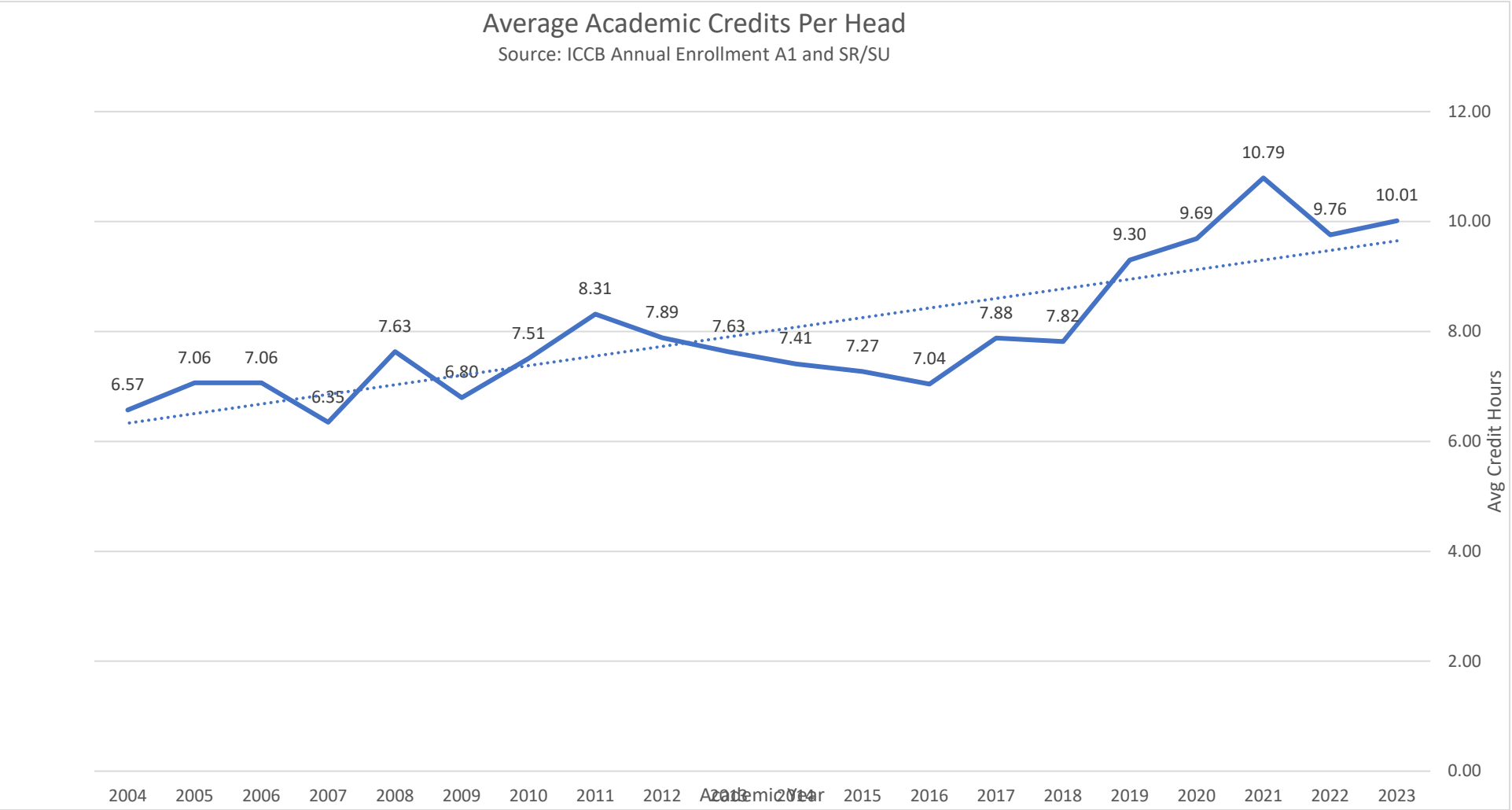




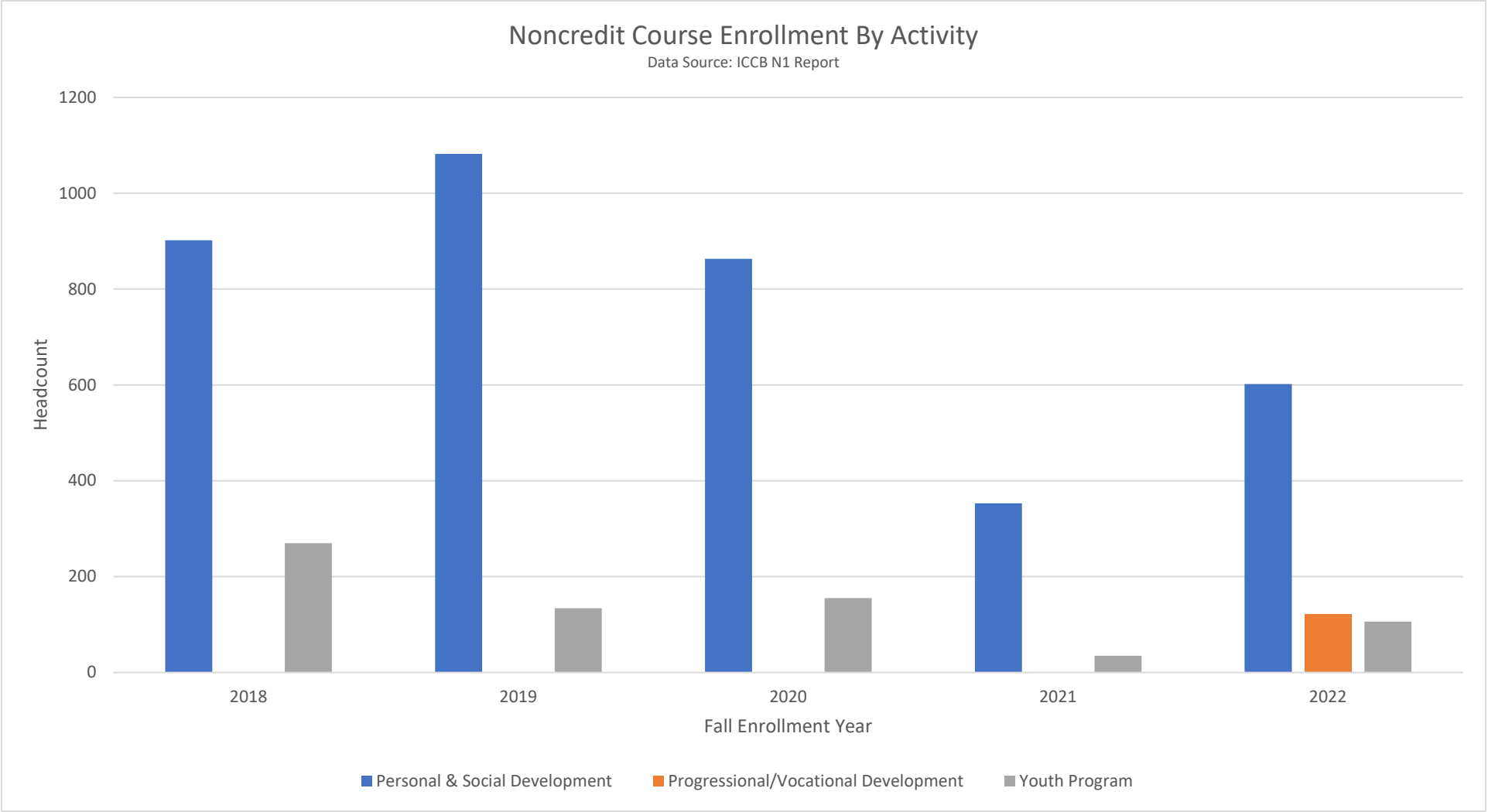


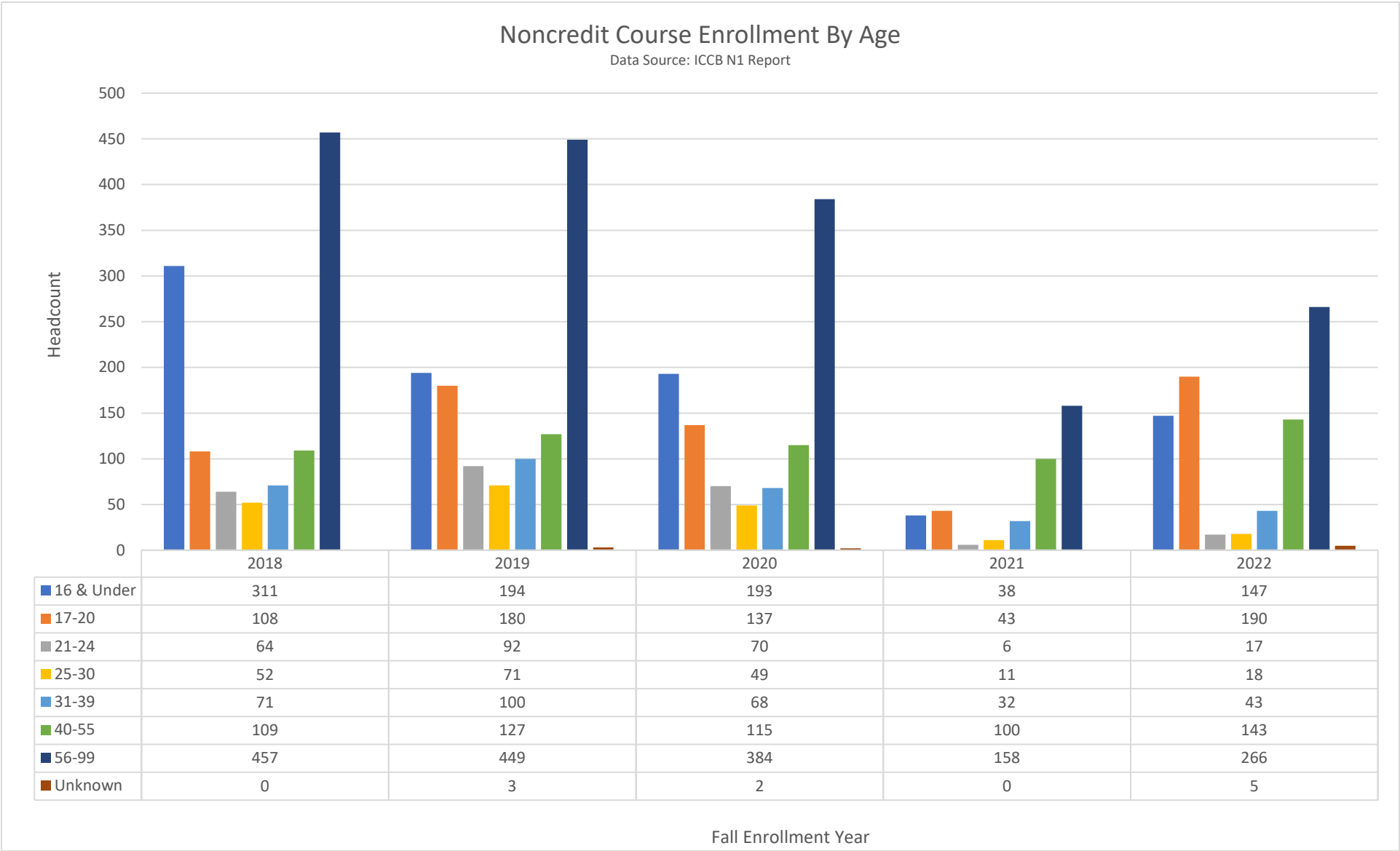


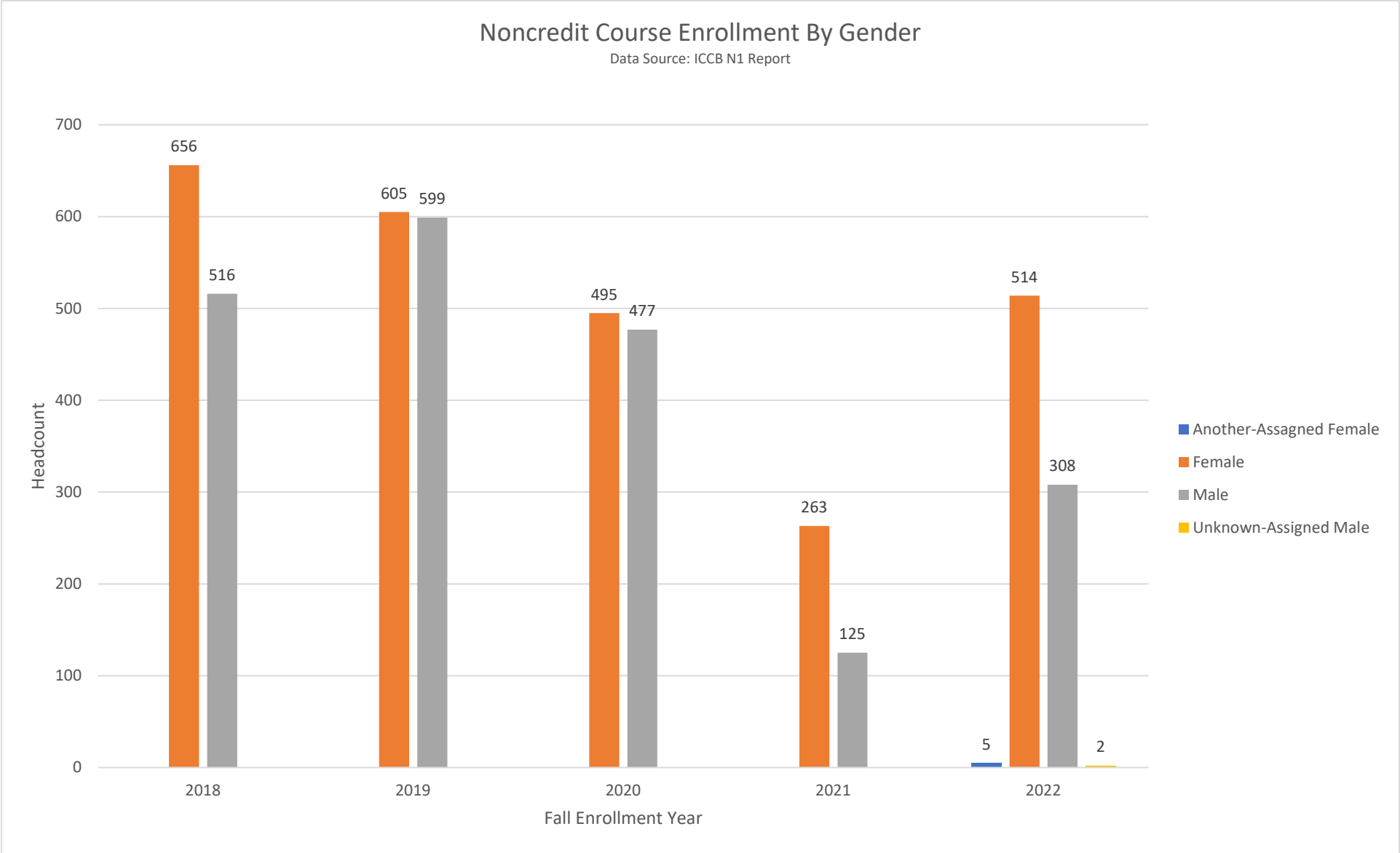
Average enrollment per head, along with simply looking at headcount enrollment, can assist with forecasting tuition and fee revenue. For example, if headcount is decreasing, but the number of credit hours taken per head is increasing, revenue may remain stable or even increase despite the decline in headcount. The opposite is also true.

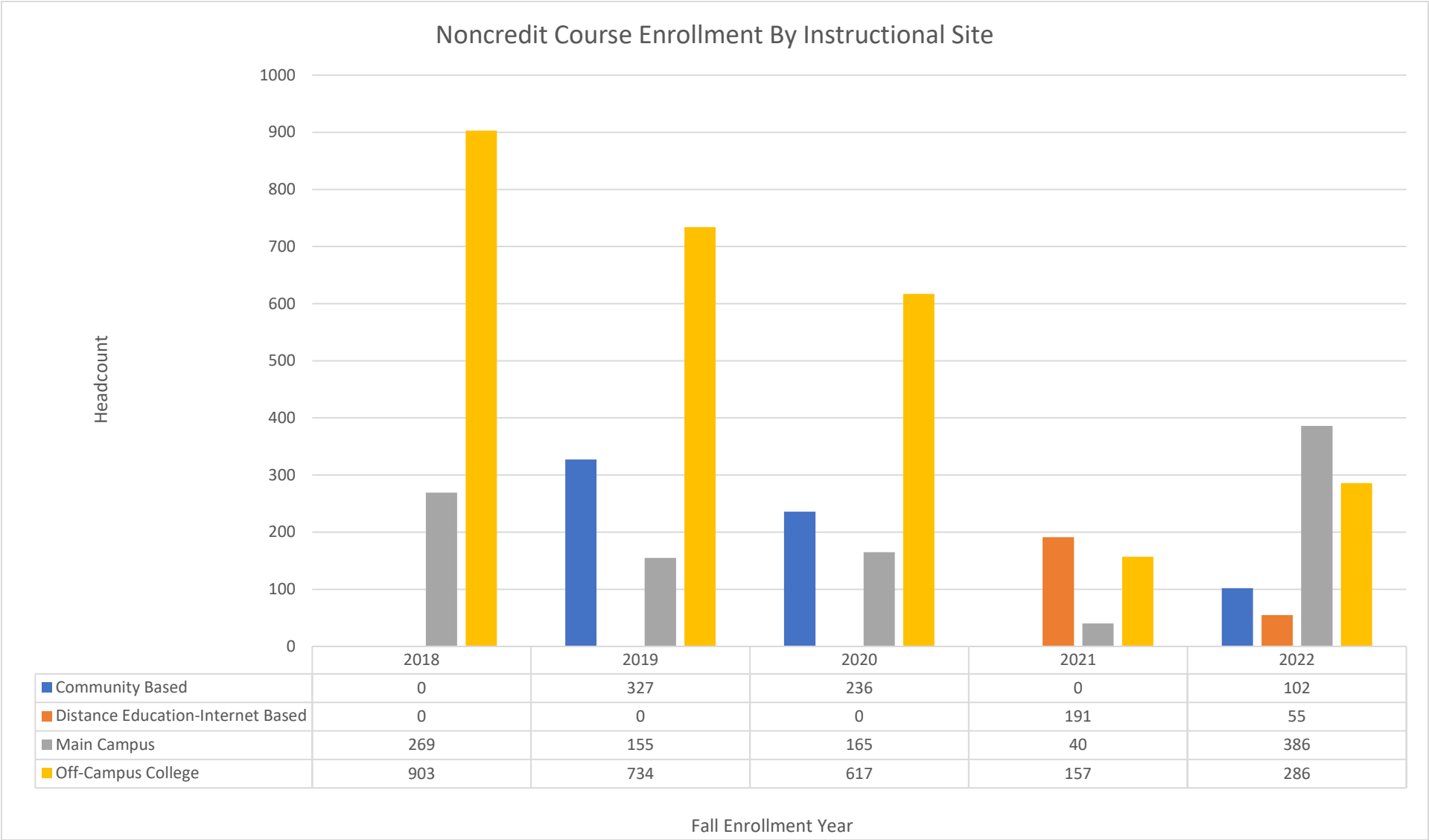


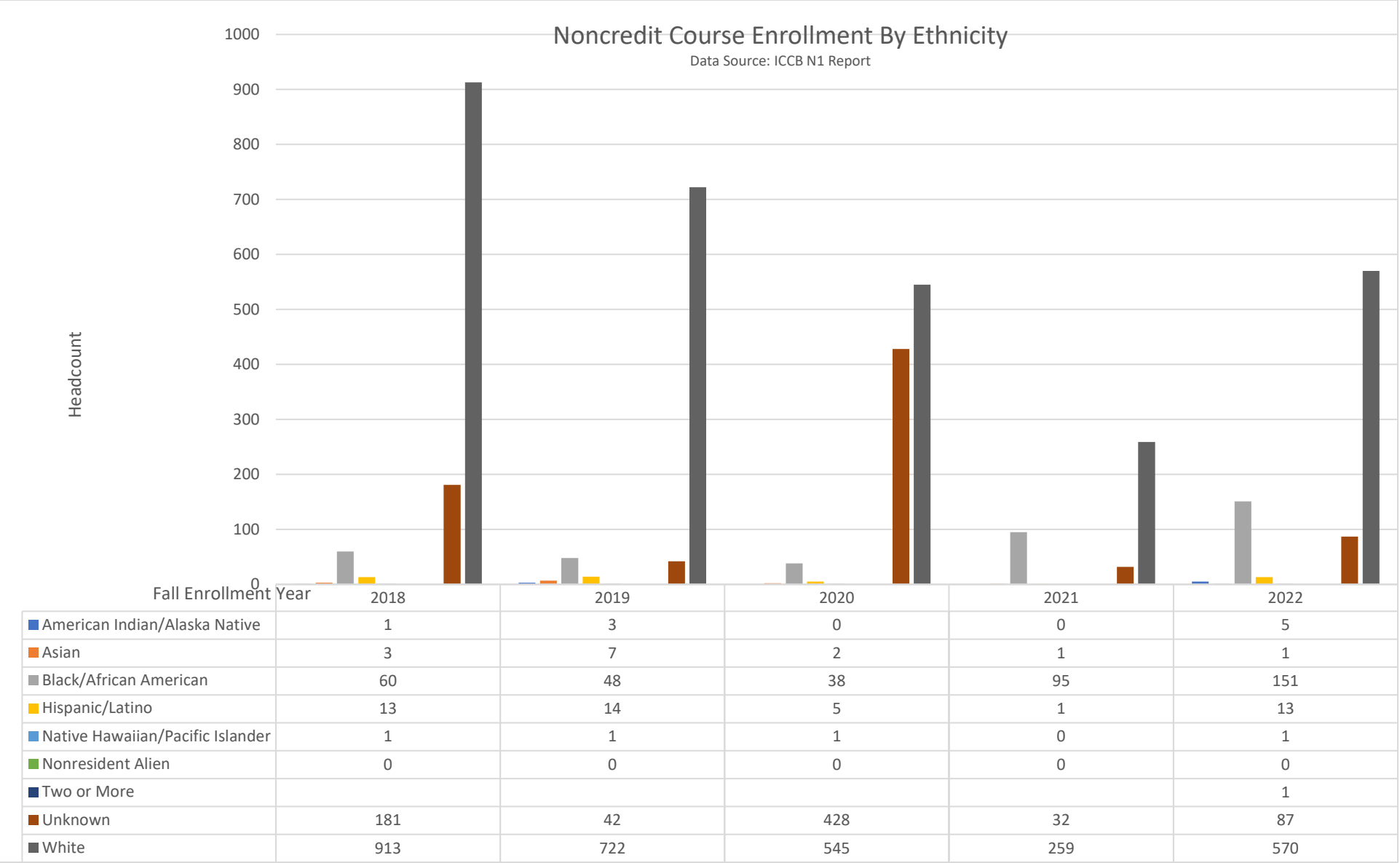
The following charts breakdown the noncredit course enrollment. While we typically do not generate much revenue from noncredit courses, expenses for these courses are incurred. Therefore, watching the noncredit course enrollment can assist with forecasting potential increases in expenses.



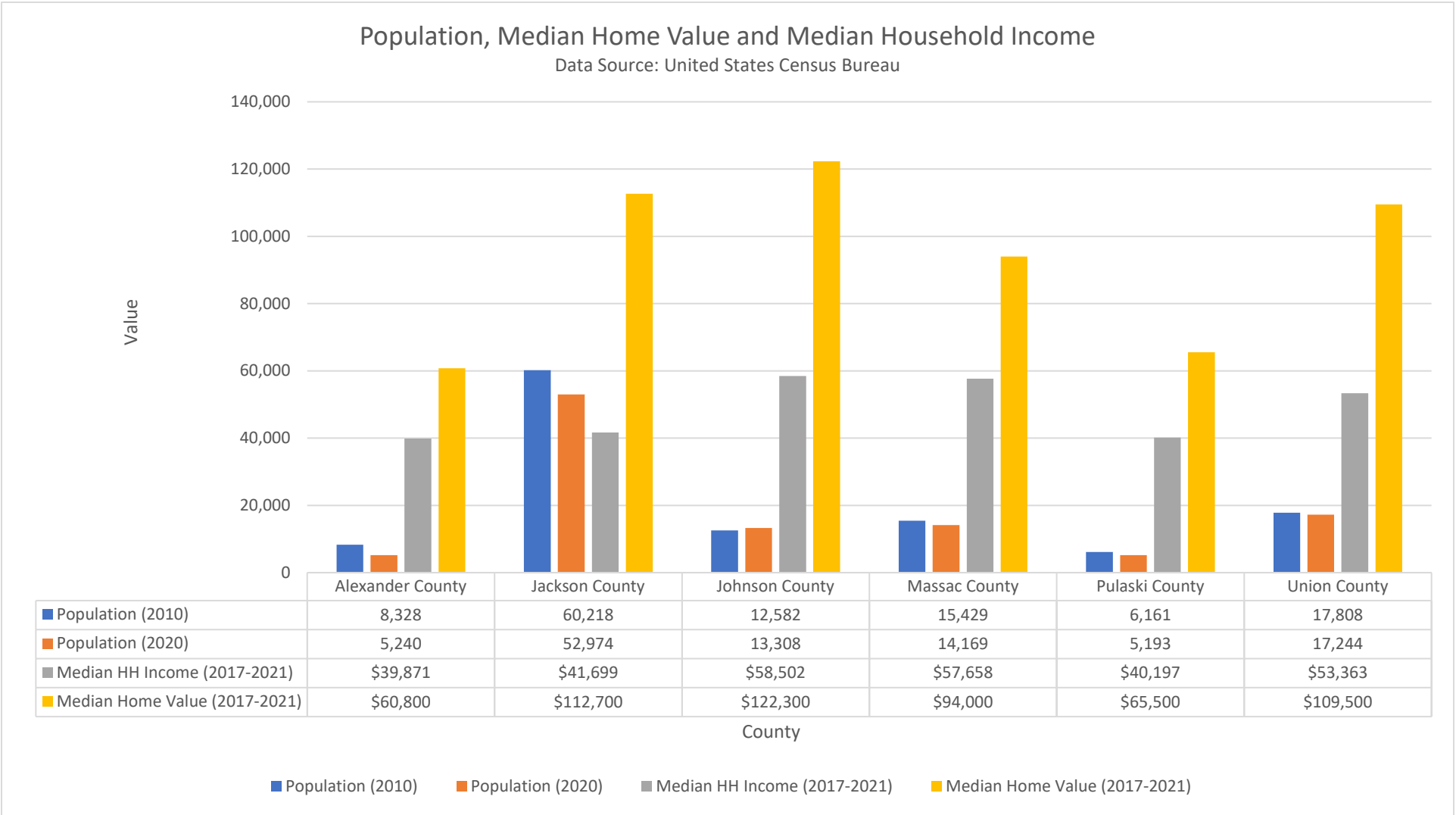


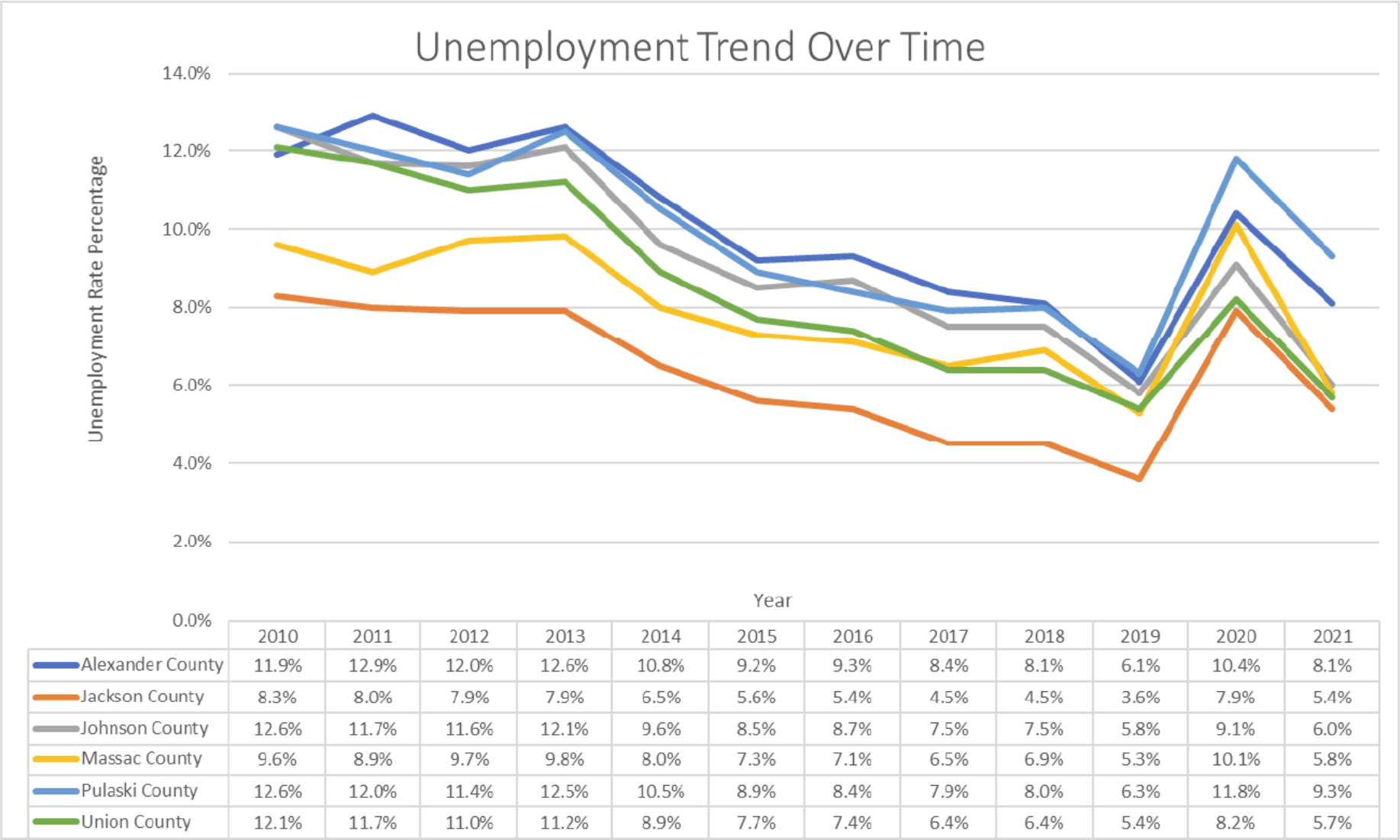


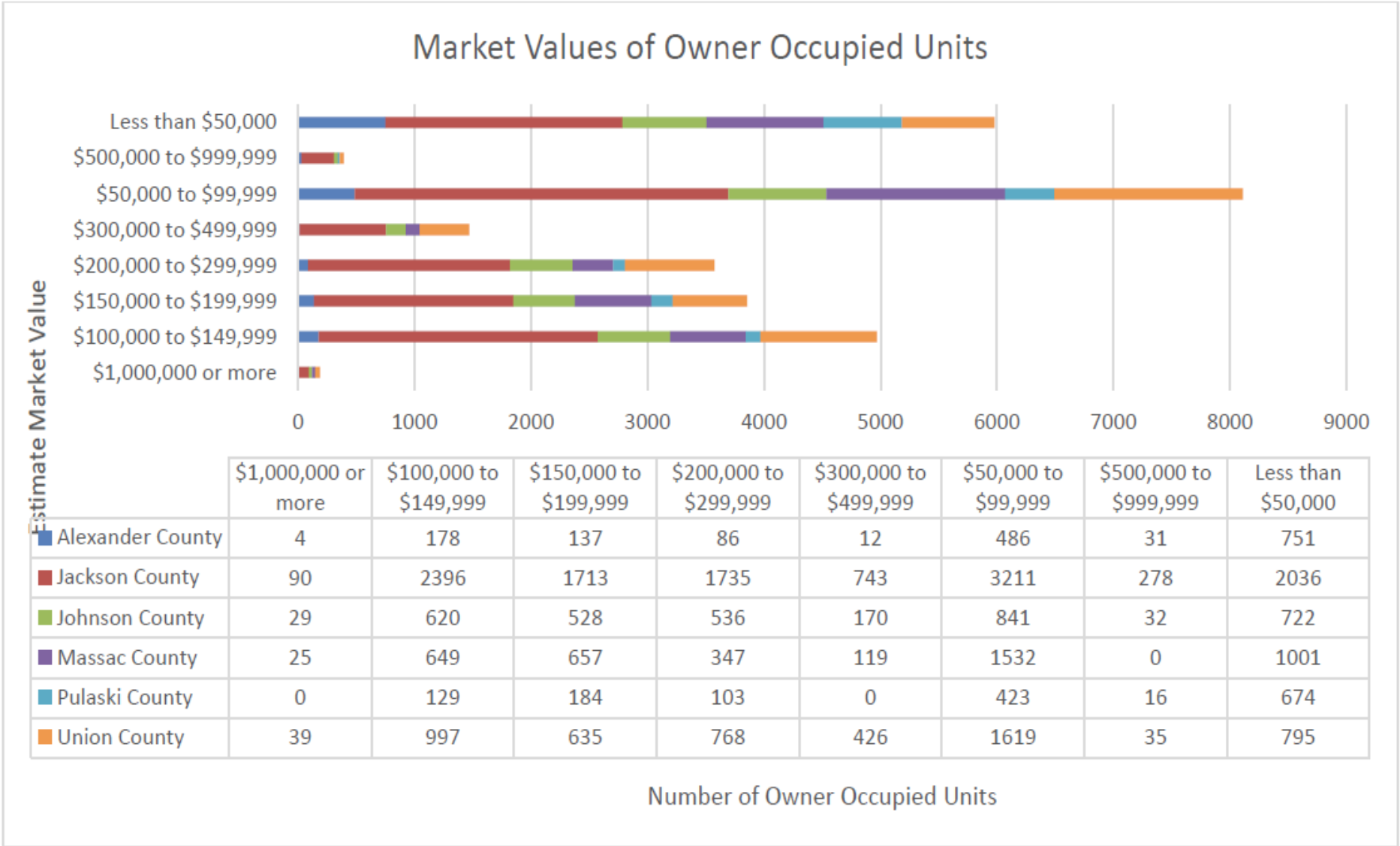


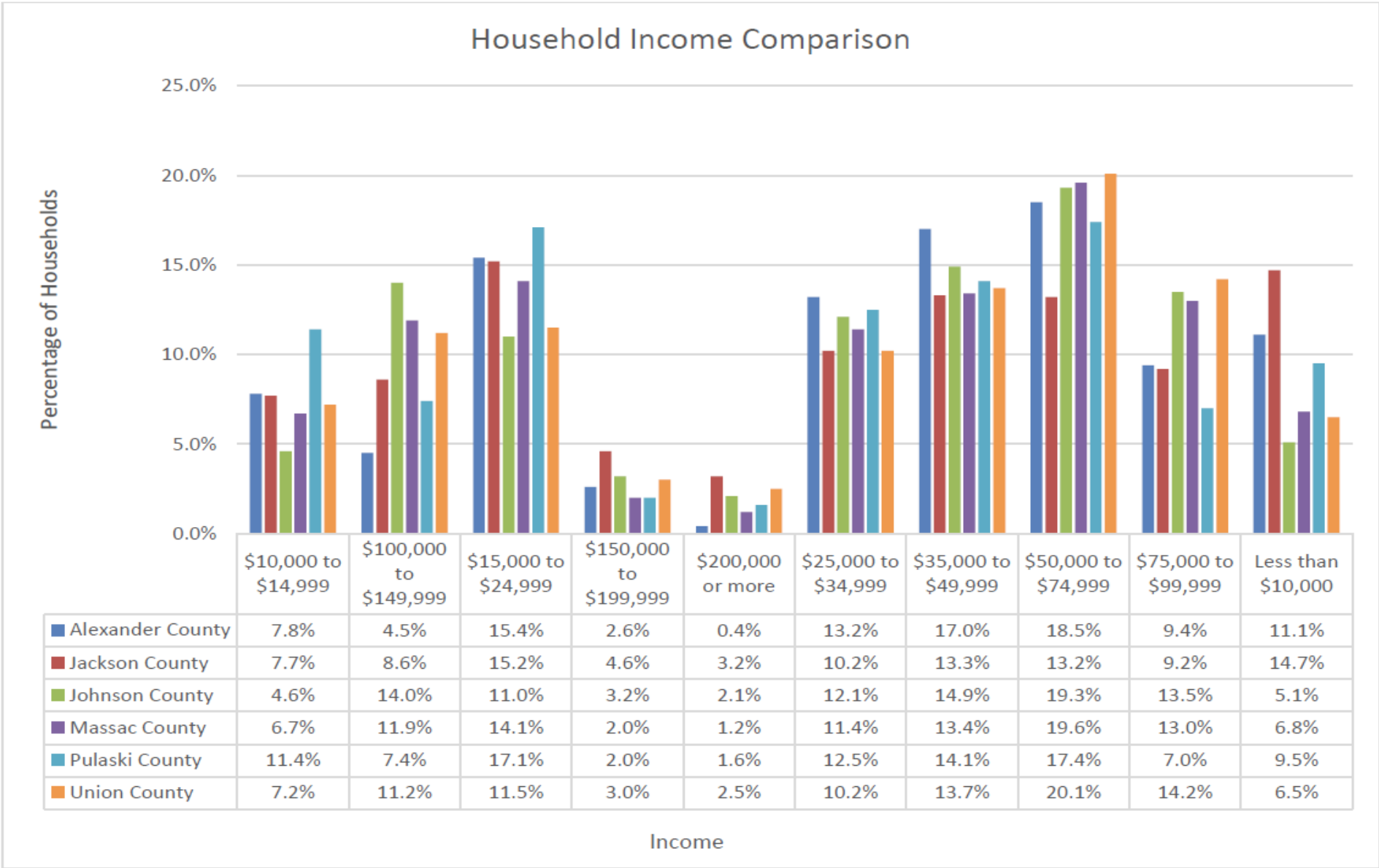


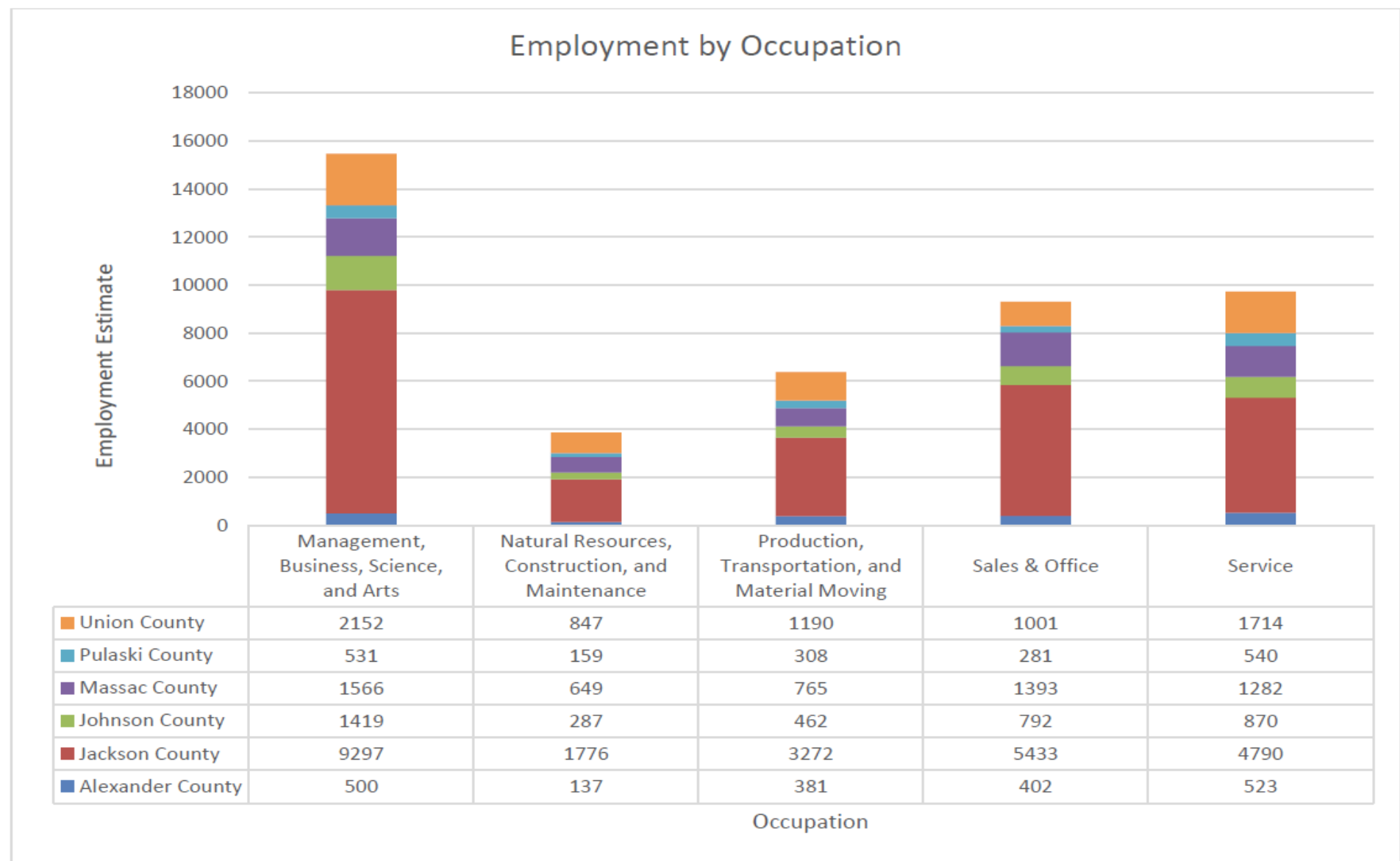
The following service area economic data is helpful when forecasting changes in revenue. The College enrollment is somewhat correlated to unemployment rates and strongly correlated to population in our service area counties.

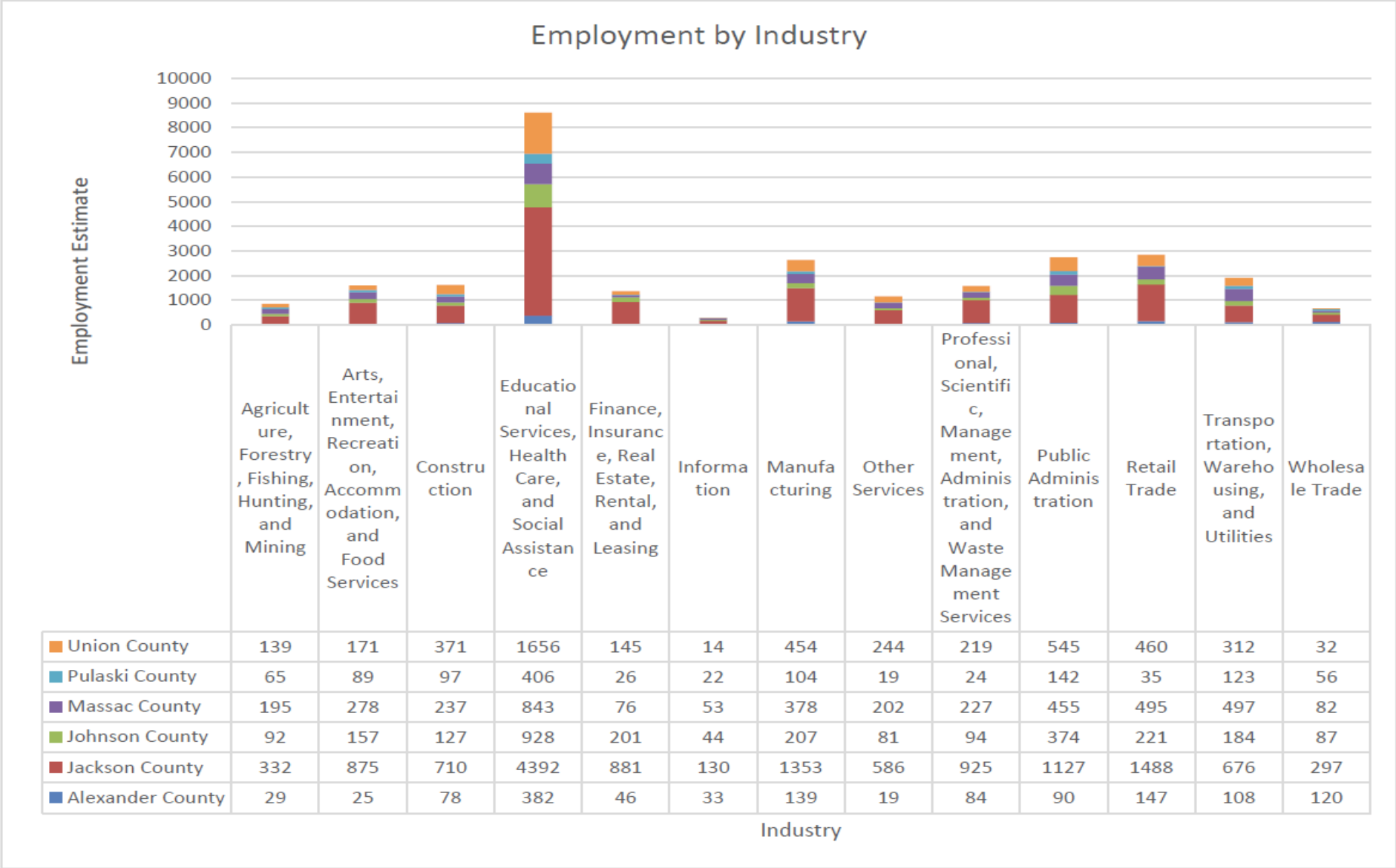












FINANCIAL PLANNING POLICY

The Board has a fiduciary responsibility to utilize, maintain, and protect College financial assets and provide resources for strategic initiatives aimed at the attainment of the strategic outcomes. As such, with assistance from the Board Finance Committee (BFC), the Board directs the President to implement policies, rules, guidelines, procedures, and practices to assist the Board with this responsibility. Further, the Board directs the President to ensure the College's financial assets are used in ways that support the College's mission and achieve the Board's Strategic Outcomes.

Finally, without limiting the scope of the above statements by the following list, the President shall not fail to:

- Engage the Board Finance Committee in the development of a long-term financial plan for the College.
- Allocate resources in ways that are aligned with achievement of the Board's Strategic Outcomes.
- Operate with a documented, multi-year strategy that can be expected to achieve a reasonable interpretation of the Strategic Outcomes.
- Permit planning that explains and justifies assumptions, and identifies relevant environmental factors.
- Permit budgeting for any fiscal period or the remaining part of any fiscal period that is not derived from the multi-year plan.
- Permit financial planning that omits credible projection of revenues and expenses, separation of capital expenditures and operational expenses, cash flow projections, prior year comparisons, and disclosure of planning assumptions.
- Provide prior year comparisons for departments.
- Provide less than the amount required to address critical deferred maintenance as a priority over new capital infrastructure.
- Provide in the annual operating budget adequate provision for plant and facilities maintenance, electronic and institutional equipment, program and course development, staff development, and institutional research.
- Allocate 4.5% of the total operating budget for plant and facilities maintenance.
- Allocate 3.5% of the total operating budget for electronic and institutional equipment.
- Permit financial planning that includes credible three-year pro-forma trends of revenues and expenses.
- Permit financial planning without a projected five-year facilities master plan.
- Permit planning that risks any situation or condition described as unacceptable in the "Financial Condition" policy.
- Permit financial planning that does not provide the amount of operating funds determined annually by the Board for its direct use during the year to ensure Board advancement and competent governance of the College, such as costs of fiscal audit, Board development, Board and committee meetings, and Board legal fees.
- Prevent the disbursement of funds that exceeds the annual operating budget revenue projection for more than two consecutive years.
- Permit planning that endangers the fiscal soundness of future years or ignores the building of organizational capability sufficient to achieve future Strategic Outcomes.

BUDGET, FORECASTING, DEVELOPING & ADOPTION POLICY

The Board has a fiduciary responsibility to ensure public funds are used in a transparent, ethical, and fiscally responsible manner. As such, the Board shall adopt an annual legal budget prior to the start of the fiscal year, if possible, but no later than September 30 of each fiscal year.

The budget is a tool that allows the Board to make resource allocation decisions and monitor institutional performance based upon institutional strategic priorities focused on achieving the College's mission and legislative purposes defined in the Illinois Community College Act. In addition, the budget is a resource deployment plan that can be amended by the Board throughout the fiscal year to improve strategic outcomes.

To assist with these functions, the Board directs the President to prepare and present a proposed budget for Board review no earlier than the April Board meeting but no later than the July Board meeting. Once presented with a proposed budget, the Board can accept the proposal as tentative or the Board can request additional information. Once the Board accepts the budget as tentative, the College will make the tentative budget available for public inspection for at least 30 days. Further, the Board Secretary will arrange for a public hearing so the public can provide comment on the budget. Notification for the public hearing shall be given at least 30 days prior to the time of the hearing.

Once the Board adopts a final legal budget, the President will operate the College within the budget parameters approved by the Board and provide the Board with quarterly monitoring updates that demonstrate compliance with the Board's direction.

Accordingly, the President shall not present a proposed budget that fails to:

- Support the accomplishment of the College's mission and strategic plan.
- Support the continuous improvement of student learning, student success, and the operational effectiveness of the College.
- Anticipate emerging factors (such as the influence of technology, demographic shifts, and globalization) on college programs and services.
- Consider input from college employees.
- Reasonably project cash flow, income, and expenses
- Provide a projection of facility maintenance and improvement projects.
- Ensure projected fund balances are consistent with policy AXXXX.
- Provide adequate support for Board Development activities.
- Comply with applicable law.

In addition, the President shall not present a proposed budget document that fails to:

- Provide written budget assumptions
- Provide a format that is acceptable to the Board.
- Provide a detailed comparison of the budgeted revenue and expenditures to prior fiscal year actual revenue and expenditures.
- Include anticipated impact of proposed strategic initiatives on the key performance areas noted in the Board's Monitoring policy.

FINANCIAL CONDITION POLICY

The Board has a fiduciary responsibility to ensure public funds are used in a transparent, ethical, and fiscally responsible manner. As such, the Board adopts a budget for college operations, which will be administered by the Chief Financial Officer (CFO). The CFO shall administer the Board approved budget within parameters approved by the Board and protect the College from financial risk.

With respect to the actual, ongoing financial conditions and activities, the President shall not cause, or allow, the development of fiscal jeopardy, or actual expenditures, that are not aligned with achievement of the Board's Strategic Outcomes.

Further, without limiting the scope of the above statement by the following list, the President shall not:

- Fail to comply with laws, administrative codes, rules, or agency regulations that apply to college activities.
- Fail to comply with the College's administrative policies, administrative rules, guidelines, and procedures, except when in the College's best interest. Any deviation will be communicated to the Board at the next regularly scheduled meeting.
- Materially deviate from the approved budget by:
 - Expending more funds than have been budgeted in aggregate in any fund without prior Board approval, except in emergency situations.
 - Failing to notify the Board of an emergency purchase in excess of legal limits, within a reasonable timeframe and seek Board approval. State Law requires $\frac{3}{4}$ of the members of the Board (i.e. 6 elected trustees) to approve an emergency purchase.
- Make any purchase without prudent protection against conflict of interest.
- Fail to implement a system that subjects contracts for goods and services to a periodic cycle of review for quality and cost, including an assessment of the market.
- Accept gifts or grants that require the College to commit resources (both human and financial) unless the gift or grant advances the achievement of the College's mission and aligns with the College's strategic priorities. An impact analysis on future resources will be completed prior to acceptance of the gift or grant.
- Fail to assist the Board with conducting an annual independent audit of the College that is consistent with Illinois law.
- Fail to employ an internal control structure and develop procedures to ensure accuracy and transparency for financial reporting. [Board Finance Committee Review]
- Fail to ensure tax payments or other government-ordered payments are submitted in a timely manner.
- Fail to manage the College's comprehensive debt program to preserve the district's credit strength and financial flexibility by establishing and monitoring prudent debt management goals.

ASSET PROTECTION POLICY

The Board has a fiduciary responsibility to utilize, maintain, and protect College assets. As such, the Board directs the President to implement policies, rules, guidelines, procedures, and practices to assist the Board with this responsibility. Further, the Board directs the President to ensure the College's physical facilities and other assets are used in ways that support the College's mission and achieve the Board's Strategic Outcomes. In addition, the President will not allow college assets to be unprotected, inadequately maintained, or unnecessarily exposed to risk. Finally, without limiting the scope of the above statements by the following list, the President shall not fail to:

- Lead the Board in relevant discussion and work to assure a clear long-term vision for capital assets and facilities.
- Make infrastructure recommendations that lead to social, economic, and environmental sustainability.
- Insure against theft and casualty losses in amounts consistent with replacement values or against liability exposure to the College, the Board, Trustees, and employees in amounts consistent with limits of coverage obtained by institutions with comparable risk.
- Bond employees who are responsible for and have access to material amounts of College funds consistent with Illinois Law and ICCB Administrative Rules.
- Ensure facilities and capital equipment are well-maintained and operate as intended.
- Alleviate known conditions that risk the College's assets and/or expose the College, the Board, Trustees, or employees to claims of liability.
- Receive, process, or disburse funds under controls which are insufficient to meet standards established by the Governmental Accounting Standards Board, the Board appointed auditor and Illinois law.
- Obtain Board approval before acquiring or disposing of real property.
- Implement procedures for asset tracking, inventory and disposal of college property that consider the market value and applicable laws.
- Develop a deferred maintenance plan that considers both the preservation of assets and the needs of the College.
- Protect the College's trademarks, copyrights, and intellectual property interests.
- Obtain Board approval before naming facilities or parts of facilities.

STRATEGIC PLANNING POLICY

The Board clearly articulates the College's purpose on behalf of the community through the Board's Strategic Outcome statements. The Board delegates to the President the responsibility for developing and implementing a strategic plan designed to achieve the Board's Strategic Outcomes. The President, in performing this responsibility, shall interpret the Board's Strategic Outcomes, and develop an inclusive and collaborative strategic planning process that identifies initiatives and resources needed for employees to achieve the Board's Strategic Outcomes. The strategic plan shall support the College's Mission, Values, and Vision and ensure College priorities are aligned with the achievement of the Board's Strategic Outcomes. The strategic plan will include initiatives that are, in the President's expertise, most likely to achieve the Board's Strategic Outcomes within the parameters of the Board's Executive Limitations policies. Strategic plan initiatives shall be established within the context of HLC requirements, best practices, and emerging trends.

The Board, in collaboration with the President, shall periodically monitor the College's progress on achieving the strategic plan's initiatives to strengthen the alignment between Board expectations and employee effort and improve institutional effectiveness. Additionally, the Board and President shall monitor changes in critical assumptions underpinning the strategic plan, which may prompt revisions to the strategic plan. The College's strategic plan will be publicly available on the College's webpage.

Accordingly, the President shall not fail to develop and implement a strategic plan that:

- Supports and aligns with the Board's Strategic Outcomes.
- Is based on the College's Mission, Values, and Vision statements.
- Allocates resources in alignment with the College's Mission, Vision and the Board's Strategic Outcome priorities.
- Links College processes for assessment of student learning, evaluation of operations, planning and budgeting.
- Is comprehensive and includes cycles of evaluation based on data.
- Considers the College's current capacity including the availability of resources.
- Considers critical assumptions about the future, including without limitation, the possible impact of fluctuations in revenue sources, enrollment, the economy and federal, state and local support.
- Anticipates emerging factors, such as technology, demographic shifts, and globalization.
 - Results from a collaborative development process that actively engages internal and external stakeholders.
 - Ensures continuous improvement of the plan's effectiveness through a monitoring system that includes reports to the Board on the College's progress towards realizing the plan's KPAs and any changes in critical assumptions.



Policy

Policy Title: Management of Financial Reserves	Number: AXXXX
Policy Type: Administrative	
Responsible: Vice President of Finance and Operations	
Related Policies: BXXXX Financial Condition AXXXX Budget Forecasting, Development and Adoption	
Linked Procedures: PXXXX Fund Balance Calculations	
Related Laws: ILCS 805/3-20	
Related Standards: GASB Statement No. 54, GFOA Guidance, Moody's Investor Service "Scorecard" Rating System 2014	
HLC Criterion: 5B	

Policy Statement

In keeping with recommendations from the Government Finance Officers Association (GFOA) and National Advisory Council on State and Local Budgeting (NACSLB), this policy establishes parameters that guide the management of financial reserves, which are to be maintained as "financing bridges." Further, this policy prescribes how fund balances are to be used and replenished.

Fund balances maintained at levels prescribed in this policy protect taxpayers and employees from unexpected changes in financial condition, protect the college against financial instability and help in meeting future needs. To those ends, the following factors are considered:

1. The predictability of revenues and the volatility of expenditures;
2. The perceived exposure to significant one-time outlays (i.e., disasters, one-time capital facility needs, capital equipment, state budget cuts);
3. Potential drain upon general fund resources from other funds, as well as availability of resources in other funds;
4. Liquidity of funds;
5. The potential impact on the entity's bond ratings and the corresponding increased cost of borrowed funds; and
6. Commitments and assignments of funds for other purposes.

The Vice President of Finance and Operations is responsible for monitoring reserve levels and reporting current and projected reserves annually in the budget document. The Vice President of Finance and Operations shall report whether considerations have been identified that would warrant consideration of a change in recommended fund balance threshold(s).

Management of Financial Reserves Policy c

Fund	Minimum Threshold	Maximum Threshold
Operating	Four (4) Months Operating Expenditures	Eight (8) Months Operating Expenditures
Working Cash	Three (3) Months Operating Expenditures	Six (6) Months Operating Expenditures
Liability, Protection & Settlement	Six (6) Months of Fund Expenditures	Twelve (12) Months of Fund Expenditures
Capital Projects	\$500,000	No Maximum

Prioritization in Use of Fund Balance

When an expenditure is incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) funds are available, the College will use restricted funds first, unless determined otherwise in the professional judgment of the Vice President for Financial and College Operations.

Use of Funds

Fund balance in excess of the levels set in policy may be used to create and/or fund reserves established by the Board of Trustees for specifically identified uses (i.e. capital investment in facilities, retirement of debt, liability accruals, etc.). Excess unrestricted fund balance may also be used to replenish other funds which may be below established policy parameters. These include, but are not limited to, Capital Project funds. Further, fund balance may be used to pay operating expenditures when necessary to maintain the quality or a defined level of services.

Replenishment of Funds

If a particular fund, or series of funds, is predicted to fall below the parameters established in this policy, within six months of budget adoption, the President shall present a plan to the Board of Trustees that will replenish fund balance(s) to the policy level within three (3) years, depending upon the economic realities at the time. Factors influencing the replenishment time horizon include:

1. The budgetary reasons behind the fund balance targets;
2. Recovering from an extreme event;
3. Political continuity;
4. Financial planning time horizons;
5. Long-term forecasts and economic conditions;
6. External financing expectations.

Resources to be used for replenishment include nonrecurring revenues, budget surpluses, and excess revenues from other sources in other funds (if legally permissible and there is defensible rationale). Year-end surpluses are an appropriate source for replenishing fund balance.

Change Log

Date of Change	Description of Change	Responsible Party
04-05-21	Initial Adoption	VP of Finance & Operations

BOND AND INDEBTEDNESS PROCEDURE

Statement

For purposes of this procedure, “debt” is defined as any short-term or long-term obligation to repay principal and interest on a loan whether for operating purposes or capital expenditures and including, but not limited to, general obligation bonds, notes, warrants, leases, alternate bonds, debt certificates, installment contract certificates and any other forms of indebtedness.

These goals and guidelines constitute realistic goals the College can expect to meet, and will guide, but not bind, debt management decisions.

A. Financing Team Members

The College may use the services of professional service providers, such as Bond Counsel, Legal Counsel, Independent Financial Advisors, Bond Rating Analysts, or other debt management advisors in order to assist the College with the effective management of its debt. Financial Advisors are to be chosen through a qualification-based selection (QBS) process.

All financing team members will be required to provide full and complete disclosure, under penalty of perjury, relative to any and all agreements with other financing team members and outside parties. The extent of the disclosure may vary depending on the nature of the transaction. However, in general terms, no agreements will be permitted which would compromise a firm’s ability to provide independent advice which is solely in the best interests of the College, or which could reasonably be perceived as a conflict of interest. All financing team members shall abide by the Board’s Ethics Policy as well as State and Federal laws.

B. Maturity of Debt and Impact on Operating Budget:

The duration of a debt issue shall be consistent, to the extent possible, with the economic or useful life of the improvement, asset, or duration of liability that the issue is financing. The length of maturity of any debt instrument shall be equal to or less than the useful life of the asset(s) or liability(ies) being financed. The College shall avoid issuing bonds payable through the operating funds greater than a ten-year maturity.

The Board of Trustees will avoid issuing debt for payment of operating expenses unless needed to meet short-term cash flow needs. When considering any debt issuance, the potential impact of other additional operating costs on the College, both short and long-term, will be evaluated.

C. Debt Service Structure:

The College shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, provide flexibility, and as practical, to recapture or maximize its credit for future use.

D. Capitalized Interest:

Unless required for structuring purposes (e.g. first interest payment due before levy dollars are received), the College will seek to avoid the use of capitalized interest in order to avoid unnecessarily increasing the bond size and interest expense.

E. Debt Limitation and Overlapping Debt:

Limitations on bonded indebtedness are determined in relationship to a College's equalized assessed value (EAV) of real property. (110 ILCS 85/3A-1) Public Community College Act limits the College's total outstanding debt to 2.875% of the assessed valuation of the taxable property of the College.

The College shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt and the financing plans of local, state and other governments which overlap with the College.

F. Reporting of Debt:

The Annual Audit of the College's Financial Statements will serve as the repository for statements of indebtedness.

G. Monitoring Outstanding Debt:

The College will monitor all forms of debt annually and include in discussions with the Board of Trustees. Concerns and recommended remedies will be reported to the Board of Trustees as necessary. The College will, with assistance from Financial Advisor(s), monitor bond covenants and federal regulations concerning debt, and adhere to those covenants and regulations at all times.

H. Arbitrage:

All issuances and funds subject to arbitrage constraints shall be monitored by the Chief Financial Officer (CFO) and have arbitrage liability calculations performed in a timely manner.

I. Investment of Bond Proceeds:

Investment of bond proceeds shall at all times follow the College's adopted investment policy, comply with federal arbitrage regulations and meet all requirements of bond proceed covenants.

J. Financial

Disclosure:

The College will follow a policy of full disclosure on every financial report and official statement, voluntarily following disclosure guidelines provided by the Illinois Community

College Board (ICCB) and the Government Finance Officers Association (GFOA) for financial reporting and budget presentation, the disclosure requirements of the Securities and Exchange Commission, and arbitrage and rebate restrictions imposed by the Internal Revenue Service. To the extent necessary, professional service providers will be used to insure compliance with continuing disclosure requirements, SEC Rule 15c2-12, as amended from time to time.

K. Review of Financing Proposals:

All capital financing proposals involving a pledge of the College's credit through the sale of securities, execution of loans or lease agreements or otherwise directly or indirectly the lending or pledging of the College's credit initially shall be referred to the Chief Financial Officer (CFO) who shall determine the financial feasibility of such proposal and make recommendations accordingly to the Board.

Preliminary Official Statements (POS) related to debt issuances shall be reviewed by the Vice President of Financial and Operations, the Director of Business Services, and the Registrar prior to issuing to the public and potential purchaser(s) of the debt instrument(s)

L. Credit Ratings, Credit Enhancer, and Investment Community Relations:

The College shall endeavor to maintain a positive relationship with the investment community. The CFO along with the College's financial advisor shall meet with, make presentations to, or otherwise communicate with the rating agencies, bond insurers and credit enhancers on a consistent and regular basis in order to keep the agencies informed concerning the College's capital plans, debt issuance program, and other appropriate financial information.

The College will make every reasonable effort to maintain its high-quality credit ratings. The College will seek to maintain or improve its current bond rating and will specifically discuss with the Board of Trustees any proposal which might cause that rating to be lowered.

For competitive sales the College will provide the option for the purchaser to obtain credit enhancement, such as municipal bond insurance, at the purchaser's option and cost. In the event of a negotiated sale, the College will seek credit enhancement when necessary for marketing purposes or to make the financing more cost effective.

The CFO shall, as necessary, prepare reports and other forms of communication regarding the College's indebtedness, as well as its future financing plans. This includes information presented to the media and other public sources of information. To the extent applicable, such communications shall be posted on the College's website.

M. Call Provisions:

The College will seek to optimize the cost/benefit trade-off from optional redemption call provisions, consistent with its desire to obtain the flexibilities of call provision on bonds when compared to obtaining the lowest possible interest rates on its bonds. The College and its

financial advisor will evaluate optional redemption provisions for each issue to assure that the College does not pay unacceptably higher interest rates to obtain advantageous calls.

N. Competitive versus Negotiated Debt Issuance:

The College will consult with its financial advisor to determine whether a competitive sale, negotiated sale or private placement is most appropriate. Such determination may be made on an issue-by-issue basis for a series of issues or for part or all of a specific financing program. A negotiated financing may be used where market volatility, refunding sensitivity or the use of an unusual or complex financing or security structure causes a concern with regard to marketability. The College's Financial Advisor will prepare and distribute a Request for Proposal (RFP) to at least five underwriting firms, receive and evaluate submitted proposals based on various criteria and deliver a recommendation to the CFO. The ultimate decision will be based upon the firm's qualifications. A private placement may be used when the transaction is \$5 million or less and may result in a favorable outcome to the College with fewer costs of issuance.

O. Refunding and Restructuring Procedure:

Whenever deemed to be in the best interest of the College, the College shall consider refunding or restructuring outstanding debt when financially advantageous or beneficial for structuring. The Vice President, along with the College's Financial Advisor, shall review a net present value analysis of any proposed refunding in order to decide regarding the cost-effectiveness of the proposed refunding.

P. Tax Anticipation Notes or Warrants:

The College's Fund Balance Procedure is designed to provide adequate cash flow to avoid the need for Tax Anticipation Notes or Warrants through the establishment of designated and undesignated fund balances sufficient to maintain required cash flows and provide reserves for unanticipated expenditures, revenue shortfalls and other specific uses. The College may issue Tax Anticipation Notes or Warrants in a situation beyond the College's control or ability to forecast when the revenue source will be received subsequent to the timing of funds needed.

Q. Variable Rate Debt:

To maintain a predictable debt service burden, the College gives preference to debt that carries a fixed interest rate.

R. Transaction Records: The CFO or designee shall maintain records of decisions made in connection with each financing, including the selection of the financing team members, the structuring of the financing, and selection of investment products. The CFO shall provide a summary of each financing to the Board.

Special Situations:

Changes in capital markets, College programs and other unforeseen circumstances may from time to time produce situations not covered by the Procedure. These situations may require modifications or exceptions to achieve procedure goals. Management flexibility is appropriate and necessary in such situations.

APPENDIX A - GLOSSARY

Accrual Basis. The basis of accounting under which transactions are recognized when they occur, regardless of the timing of related cash flows.

Action Plan. Specific steps taken to meet the objectives stated in the departmental/divisional Unit Plan. Action plans are evaluated periodically to assess progress toward the objectives.

Academic Support. Refers to individuals who exercise professional judgment and discretion and directly support the teaching and learning process. Individuals in this classification are limited to librarians and counselors.

Administrative Staff. Those individuals who are line officers of the College and who manage, conduct, and superintend programs, things persons, and operations of the Board of Trustees. Administrators are defined by the local Board of Trustees; for example, the president, vice presidents, deans, directors.

Annual Budget. A budget applicable to a single fiscal year.

Appropriation. An authorization that enables the College to make expenditures and incur obligations for a specific purpose.

Assessed Valuation. The valuation set upon real estate and certain personal property by the Assessor as a basis for levying property taxes.

Audit. An examination of the financial records of the College to obtain reasonable assurance that the financial statements prepared by the College are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. It further includes an assessment of the accounting principles and procedures used and of the significant financial estimates made by management.

Audit Fund. The audit tax levy is recorded in this fund, and monies in this fund are only used for the payment of auditing expenses

Balanced Budget. Budget for which expenditures are equal to income.

Bond. A written promise to pay a specific sum of money, called the face value or principal amount, at a specified date or dates in the future, called maturity date(s), together with periodic interest at a specified rate. Generally issued for a specific purpose or project, such as construction of a new facility.

Bond & Interest Fund. Used for payment of principal, interest, and related charges on any outstanding bonds.

Budget. A plan of financial operation embodying an estimate of proposed expenditures for a given period and the proposed means of financing them. Used without any modifier, the term usually indicates a financial plan for a single fiscal year

Budget Document. The instrument used by the budget-making authority to present a comprehensive financial program to the appropriating body.

Buildings. Facilities permanently affixed to the land, including their associated heating and air-conditioning systems, electrical and sound systems, plumbing and sewer systems, elevators, and other fixed equipment.

Capital Outlay. Capital outlay for all funds is recorded as an expenditure of the appropriate fund and as an asset of the General Fixed Assets Account Group

Cash. Money or its equivalent; usually ready money. Money in hand, either in currency, coin, or other legal tender, or in bank bills or checks paid and received, bank deposits and NOW accounts, bank notes or sight drafts, bank's certificates of deposit, municipal orders, warrants, or scrip.

Contractual Services. Charges for services rendered by firms or persons not employed by the College or local Board of Trustees.

Corporate Personal Property Replacement Tax. This tax is collected by the Illinois Department of Revenue as a replacement for the personal property tax.

Cost Effectiveness. The extent to which resources allocated to a specific objective under each of several alternatives actually contribute to accomplishing that objective.

Course. An educational unit within the instructional programs dealing with a particular subject consisting of instructional periods and one or more delivery systems.

Credit Hours. The number of credits that will be earned by the student for successful completion of a course

Credit Hour Grant. Credit hour grants are received for courses for each credit hour of equivalent for students who were certified as being in attendance at midterm of the semester during the fiscal year. There are no special restrictions on the use of these funds.

Current. A term, which when applied to budgeting and accounting, designates the operations of the present fiscal period as opposed to past or future periods. It usually connotes items likely to be used or converted into cash within one year.

Debt Service. Includes expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest on current loans, which are loans payable in the same fiscal year in which the money was borrowed.

Depreciation. A fall in value or reduction of worth. The deterioration, or the loss of lessening in value, arising from age, use, and improvements due to better methods.

Dual Enrollment. This program gives a high school junior or senior a jump-start on a college education by provided the opportunity to earn college credit while simultaneously working toward a high school diploma.

Education Fund. Accounts for the revenues and expenditures of the academic and serve programs of the College. It includes the cost of instructional administrative and professional salaries; supplies and moveable equipment; library books and materials; maintenance of Instructional and administrative equipment, and other costs pertaining to the educational program of the College.

Equalization. The process of equalizing assessments or taxes, as performed by “boards of equalization” in various states, consists of comparing the assessment made by the local officers of the various counties and other taxing districts within the jurisdiction of the board and reducing them to a common and uniform basis, increasing or diminishing by such a percentage as may be necessary, so as to bring about with the entire territory affected a uniform and equal ratio between the assessed value and the actual market value of the property.

Equalization Grant. Attempts to reduce the disparity in local funds available per student among districts. Equalized assessed valuations, full time equivalent students, corporate personal property replacement tax revenue, fixed costs, and the district’s program mix are considered in the equalization calculations.

Expenditures. Decreases in net financial resources. Expenditures include current operating expenses which require the current or future use of net current assets, debt service, and capital outlays.

Faculty. Refers to individuals who spend more than one-half of their workload in the activity of teaching and providing instruction to students.

Financial Statement. Formal summary of accounting records setting forth the district’s financial condition and results of operations.

Fiscal Year. A period of twelve months, not necessarily concurrent with the calendar year, with reference to which appropriations are made and expenditures authorized and at the end of which, the accounts are balanced and audited. For Shawnee Community College, the annual period is July 1, through June 30.

Fixed Charges. Charges for rentals, debt principal and interest, and general insurance.

Fund. An independent fiscal and accounting entity with a self-balancing set of accounts which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations.

Fund Balance. Balance of a fund after all liabilities have been deducted from the assets of the fund.

General Materials and Supplies. Costs of all general materials and supplies (i.e., office, instructional, library, or maintenance supplies, publications, and dues, advertising

General Obligation Bond. This type of bond is backed by the full faith, credit, and taxing power of the government.

Headcount. A body count of students or employees without regard to full time equivalency. Headcounts may be duplicated or unduplicated.

Institutional Support. Includes expenditures for central executive-level activities and support services that benefit the entire institution. Expense for governing board, President’s Office, Administration and Finance division, Public Information Office, Human Resources Office, administrative data processing, legal services, are just a few examples. Equipment, materials, supplies, and costs that are necessary to support these functions.

Instruction. Consists of those activities dealing directly with or aiding in the teaching of students. It includes the activities of the faculty in the baccalaureate-oriented transfer, occupational-technical career, general studies, and remedial and programs (Associate's degree credit and certificate credit). It also includes all equipment, materials, supplies, and costs that are necessary to implement the instructional program.

Interfund Transfers. All interfund transactions except loans or advances, quasi-external transactions, and reimbursements are transfers.

Internal Control. A plan of organization under which employees' duties are so arranged and records and procedures so designated as to make it possible to exercise effective accounting control over assets, liabilities, revenues, and expenditures. Under such a system, the work of employees is subdivided so that no single employee performs a complete cycle of operations. Moreover, under such a system, the procedures to be followed are definitely laid down and require proper authorization by designated officials for all actions to be taken.

Inventory. A detailed list or record showing quantities, descriptions, values, and units of measure and unit prices of property on hand at a given time. Also, the cost of supplies and equipment on hand not yet distributed to requisitioning units.

Levy. To impose taxes for the support of College activities. The total amount of taxes imposed by a government.

Liabilities. Obligations incurred by the college when ownership passes that must be liquidated, renewed, or refunded at a future date.

Local Government Sources. Revenues from District taxes, from chargebacks, and from all governmental agencies below the state level.

Object. Expenditure classifications grouped by materials or services purchased; further divided for cost accounting and control purposes.

Operations and Maintenance Fund. Operation of plant consists of housekeeping activities necessary in order to keep the physical facilities open and ready for use. Maintenance of plant consists of those activities necessary to keep the grounds, buildings, and equipment operating efficiently. This function also provides for plant utilities, as well as equipment, materials, supplies, and costs that are necessary to support this function

Program. A level in the classification structure hierarchy representing the collection of elements serving a common set of objectives that reflect the major institutional missions and related support activities.

Property Taxes. Compulsory charges levied on real property by the District for the purpose of financing services performed for the common benefit. Revenues equal the District's assessed valuation multiplied by the property tax rates.

Public Service. The public service function includes the services provided to the general community, governmental agencies, and business and industry for non-credit community education and community service activities. Community education focuses on the individual participant, and thus, requires an individual registration and class completion record-keeping procedure. Community education includes non-credit short courses, professional review classes, workshops, and seminars that provide an educational service to the residents of the community. Community service is a structured activity that provides a beneficial service to the community by making College facilities and expertise available to the public. Community service focuses on group participation, and thus, does not require an individual registration and class completion record-keeping procedure. Community service includes College-sponsored seminars, workshops, forms, lecture series, cultural exhibits and events, and consulting services provided through College-operated institutes and center.

Reimbursable Credit Hour. An ICCB-certified instructional credit hour used as the basis for distributing selected ICCB grants.

Reserve. An account used to segregate a portion of the surplus not currently available for appropriations or expenditures.

Restricted Purpose Fund. This fund is for the purpose of accounting for monies that have restrictions regarding their use. Each specific project, whether monies are local, state, federal or other in origin, is accounted for separately using a complete group of self-balancing accounts within the fund.

Revenues. Increase in governmental fund type net current assets from other than expenditure refunds and residual equity transfers. An increase in proprietary fund type net total assets from other than expense refunds, capital contributions, and residual equity transfers.

Salaries. Salaries and wages paid to an employee, before any deductions, for personal services rendered to the College District.

Scholarships, Student Grants, Waivers. This category includes activities in the form of grants to students, prizes and awards, chargebacks, and aid to students in the form of state-mandated and institutional tuition and fee waivers. Employees/family tuition waivers are not included in this category.

Student Services. Provides assistance in the areas of financial aid, admissions and records, health, placement, testing, counseling, and student activities. It includes all equipment, materials, supplies, and costs that are necessary to support this function.

Student Tuition and Fees. All tuition and fees, less refunds, remissions, and exemptions, assessed against students for educational and general purposes.

Utilities. This account provides for all utility costs necessary to operate the plant and for other on-going services.

Working Cash Fund. Authorized by statute, to make temporary loans to the Education Fund and the Operations and Maintenance Fund, thus reducing the need for issuance of tax anticipation warrants.

APPENDIX B - ACRONYMS

ABE/ASE	Associate Degree Credit & Certificate Credit
ADN	Associate Degree in Nursing
Adult Education Bridge Program	Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high- skilled occupations.
A/P	Accounts Payable
Apprenticeship Program	Work-based learning model where apprentices have supervised on-the-job training, along with job-related education, while earning a wage.
A/R	Accounts Receivable
Articulation Agreement	An agreement between a community college and a four-year university (public or private institution).
ATD	Achieving The Dream
BFC	Board Finance Committee
BO	Budget Officer
BOT	Board of Trustees
Career Pathway	Prepare students to be career-ready by completing a Pathway in high school and transitioning to post-secondary to continue the study of their respective careers.
CAFR	Comprehensive Annual Financial Report
CCAF	Continuing, Contract and Adjunct Faculty
CCBP	Community College Benchmark Project
CCPE	College and Career Pathway Endorsements, Cambridge Certificate of Proficiency in English
CDB	Career Development Board
CFO	Chief Financial Officer
COVID-19	Coronavirus Disease 2019, the official name by WHO.
CPPRT	Corporate Personal Property Replacement Tax
CROA	Credit Repair Organizations Act
CTE	Career and Technical Education
CQI	Continuous Quality Improvement
DEI	Diversity, Equity and Inclusion

Dual Credit	A college course taken by a high school student for both high school and college credit.
EAV	Equalized Assessed Valuations
EDR	Economic Development Region
ERP	Enterprise Resource Planning
FCA	Facilities Condition Assessment
FDIC	Federal Deposit Insurance Corporation
FMP	Facility Management Professional
FTE	Full Time Equivalent
Full Time Student	A student who is enrolled for the number of hours or courses that the school considers to be full-time attendance. (<i>IRS.gov</i>)
GAAP	Generally Accepted Accounting Principles
GASB	Government Accounting Standards Board
GFOA	Government Finance Officers Association
Grant Administrator	The person of the grant project who is responsible for the day-to-day management of the
HLC	Higher Learning Commission
HR	Human Resources
IAI	Illinois Articulation Initiative
IAI GECC	Illinois Articulation Initiative: General Education Core Curriculum
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
IDES	Illinois Department of Employment Services
KPI	Key Performance Indicators - A quantifiable measure of performance over time for a specific objective.
Living Wage	A wage that is high enough to maintain a normal standard of living.
MySCC	Shawnee Community College Portal for staff and students.
NCA	North Central Association of Colleges and Schools
NIU	Northern Illinois University
Part Time Student	Typically, part-time undergraduate students take 11 or fewer credits per semester.
Pell Grant	Money the government provides for students who need it to pay for college.
POS	Preliminary Official Statements
RFP	Request for Proposal
SCC	Shawnee Community College

SCCES	Shawnee Community College Effectiveness System
SSAT	Selective Auditory Attention Test
SSS	Student Support Services
SCCTI	Shawnee Community College Transitions Initiative
The District	Shawnee Community College District #531
Tier 3	Consists of highly targeted individualized and intensive interventions and typically consists of between 1% and 5% of students. At some schools, Tier 3 is simply a more intensive tier, in which students are being considered for special education.
Tort	The Tort Liability Fund includes payment of the district liability insurance premiums (General, Auto, Professional and Umbrella Excess) and the Directors and Officers insurance premiums.
TRA	Technology Readiness Assessments
TRiO	Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds.
VFA	Voluntary Framework Accountability
VPAA	Vice President of Academic Affairs
VPAS	Vice President of Administrative Services and Chief Financial Officer
WEAVE	Shawnee Community College Assessment Program
WHOA	Workforce Innovation and Opportunity Act, the Governor of each State must submit a Unified or Combined State Plan to the U.S Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system.