

March 1, 2024

REQUEST FOR PROPOSALS (RFP)

The Iowa Community College Online Consortium, (ICCO) will receive proposals for audit services relating to the audit for the fiscal year ending June 30, 2024. Attached is information relating to minimum specifications of services, data to be included in the proposal, evaluation criteria, and selected information relating to the entity to be audited.

Electronic and hard copies of proposals will be accepted until 4:00 p.m., April 17, 2024, at the office of the Vice President of Administrative Services in West Burlington, Iowa (cgall@sccciowa.edu). If mailed, the proposals should be mailed to:

Southeastern Community College
Vice President of Administrative Services, Cory Gall
1500 West Agency Road, PO Box 180
West Burlington, IA 52655

Those submitting sealed proposals should indicate on the outside of the envelope in the lower left-hand corner that it is a sealed proposal for the Audit Services RFP and the name of the firm submitting the proposal.

The contract for services will be awarded by May 15, 2024.

Further information may be obtained from Cory Gall at (319)-759-4300, cgall@sccciowa.edu.

NOTE: This form is available on the Auditor of State's website at <https://auditor.iowa.gov>. On the home page, navigate to FAQs/Request for Proposals (RFP).

I. SPECIFIC REQUIREMENTS

1. ICCOC reserves the right to reject any and all proposals received.
2. Only proposals received at the location described and in the time frame given will be considered.
3. The original and one copy of the enclosed contract should be completed and manually signed by a partner of the firm submitting the proposal.
4. The audit shall be performed in accordance with the following:
 - U.S. generally accepted auditing standards.
 - The standards for financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.
 - The Single Audit Act Amendments of 1996 and Title 2 Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), when applicable.
5. The fees quoted in your proposal and included in the contract will be the maximum paid per hour and in total, unless an amendment to the contract is completed by both parties.
6. The audit report should conform to:
 - Reporting formats specified by the Auditor of State's (AOS) office.
 - AICPA Audit Guides.
 - Governmental Accounting Standards Board reporting requirements.
 - The requirements of the Single Audit Act Amendments of 1996 Title 2 Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), when applicable.
7. The audit report will be prepared by the auditor and should include a management letter, if appropriate, which includes recommendations related to the financial statements, internal control, accounting systems, and compliance issues.
8. An electronic (PDF) copy of the report shall be provided to Cory Gall, Vice President of Administrative Services.
9. Firms must include a minimum three years of fees as part of their proposal.
10. This is the entity's second full year of operations as an Iowa 260e organization. The audit period will be July 1, 2023 through June 30, 2024.

II. DATA TO BE INCLUDED IN PROPOSAL

In order to simplify the review process and to obtain the maximum degree of comparability, the proposal should include the following items and be organized in the manner specified below.

A. Letter of Transmittal

A letter of transmittal briefly outlining the proposer's understanding of the work and general information regarding the firm and individuals to be involved is permitted, but not required, if it is limited to not more than two pages. If a transmittal letter is presented, it should clearly set forth the local address of the office of the firm which will perform the work, the telephone number and the name of the contact person.

B. Table of Contents

Include a table of contents which identifies the material by section, page number and a reference to the following information to be contained in the proposal. If a transmittal letter is not submitted, please include in the table of contents the local address of the office which will perform the work, the telephone number and the name of the contact person.

C. Profile of Firm Proposing

1. State whether the firm is a local, national or international firm and a brief description of the size of the firm.
2. State whether the firm is in compliance with the registration requirements to engage in the practice of public accounting within Iowa.
3. State whether the firm is independent of the entity to be audited in accordance with Government Auditing Standards.
4. Describe the local office which will perform the audit, including:
 - a. Location of the office.
 - b. Current size of the office.
 - c. Size of professional staff by level, such as partner, manager, supervisor, senior and other professional staff.
 - d. Number of CPA's in the office.
5. Submit any other information required to describe the office which will perform the work.

D. Qualifications

1. Describe the recent local office auditing experience in similar types of audits to which the proposal relates. If appropriate, include regional experience in auditing similar types of entities. If desired, it is permissible to include your five largest clients which are not governmental clients.

II. DATA TO BE INCLUDED IN PROPOSAL

(Continued)

D. Qualifications (continued)

2. Include resumes of all key professional members who will be assigned to the audit. Resumes should be included for all members of the audit team from the audit partner through at least the on-site in-charge auditor. The resumes should include:
 - a. The amount of experience the individual has had in the auditing profession.
 - b. A summary of similar audits on which the individual has worked.
 - c. A summary of the continuing professional education the individual has had in governmental accounting and auditing during the last two years.
 - d. A statement as to whether the individual is independent of the entity, as defined by Government Auditing Standards.
3. Describe the firm's policy on notification of changes in key personnel.
4. Provide a listing of or the number of professionals in the office who are experienced in governmental auditing.
5. Describe the availability of individuals within the firm who are primarily involved in governmental auditing and reporting and with whom the audit team may consult.
6. Describe briefly the firm's system of quality control to ensure the audit is adequately performed.

E. **Scope of Services and Proposed Schedule**

Briefly describe your understanding of the scope of services to be provided. Indicate a proposed time schedule for completing the work, assuming the contract is issued on the date given in the cover letter. Include the approximate dates you would perform fieldwork, office review, and report preparation and the latest delivery date of the final report.

F. **Fees and Compensation**

Provide the following information:

1. Estimated total hours.
2. Estimated out-of-pocket expenses.
3. Hourly rate by staff classification.
4. All-inclusive maximum fee and out-of-pocket expenses, which will not be exceeded.
5. Frequency and timing of your billing process.

III. EVALUATION CRITERIA

The proposal will be evaluated based upon the following two areas. Therefore, it is important the proposal is responsive to the data requested.

1. Cost

Overall cost, including out-of-pocket expenses, for performance of the audit.

2. Qualifications

- a. Organizational structure and size of the firm.
- b. Organizational structure and size of the office which will perform the audit.
- c. Recent experience in similar audits.
- d. Qualifications of the audit team.
- e. Individuals with whom the audit team can consult.
- f. Level of effort, understanding of work and timetable to complete the audit.

IV. ENTITY PROFILE

Suggested information to include:

(1) Administrative Information:

- Background information on the entity;
- Period to be audited;
- Term of contract engagement;
- Schedule of government funds by project or grant to be audited;
- Description and magnitude of the entity's accounting records;
- Description of the entity's computer system(s), if applicable;
- Name and telephone number of a contact person at the federal cognizant or oversight agency; and
- Availability of prior audit reports and working papers.

(2) Work and Reporting Requirements:

- Auditing standards to be followed;
- Extent to which the entity would be required to assist the firm;
- Specific scope of audit work to be performed;
- Number and types of reports required;
- List of restrictions, such as copy services or work space;
- Exit conference requirements;
- Specific audit guides or programs to be followed; and
- Minimum audit requirements under applicable laws, such as Uniform Guidance, including the amendments thereto.

(3) Time Requirements:

- Date of contract award;
- Date records would be ready for audit;
- Dates for completing interim phases, such as fieldwork completion and draft report preparation;
- Date final report is due;
- Working paper retention requirements; and
- Working paper availability requirements for cognizant or oversight agency, when applicable.

AGREEMENT BETWEEN

AND

THIS AGREEMENT made and entered into this ____ day of _____, 20__, by and between _____, hereinafter called _____ and _____, hereinafter called "CPA."

WHEREAS, the _____ wishes to obtain the services of the CPA to perform an audit in accordance with Section 11.6 of the Code of Iowa for the ____ year(s) ending June 30, 20__; and

WHEREAS, the CPA is equipped and staffed to perform the above audit; and

WHEREAS, this agreement is in the public interest in fulfilling the requirements of Chapter 11 of the Code of Iowa.

NOW, THEREFORE, BE IT UNDERSTOOD AND AGREED:

1. The CPA will:

- A. Provide auditors of various classifications and for the estimated hours as detailed in 2.A of this agreement.
- B. Begin work on the audit as specifically agreed upon with the _____.
- C. Perform all work in accordance with U.S. generally accepted auditing standards, Government Auditing Standards and applicable federal requirements.
- D. Immediately inform the _____, the Auditor of State and the County Attorney if the audit discloses any significant irregularity in the collection or disbursement of public funds.
- E. Provide access to the working papers to any appropriate federal agencies for the period of time specified in relevant agreements entered into by the _____.
- F. Provide access to the working papers to the Auditor of State in accordance with Chapter 11 of the Code of Iowa.

Agreement – Page 2

2. Conditions of Payment:

A. It is understood the fees for the services set forth above shall be reimbursed at the following hourly rates:

<u>Classification</u>	<u>Estimated Hours</u>	<u>Hourly Rate</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. The CPA shall present an invoice for services in the following manner: _____
_____.

C. Payment shall be made within ___ days of receipt of invoice.

D. The total reimbursement shall not be for more than \$_____, except as specifically agreed by the _____ and the CPA.

3. Termination of Agreement:

A. _____ may terminate this contract without notice if the CPA fails to perform the covenants or agreements contained herein.

B. The CPA shall be paid for all work satisfactorily performed to the date of termination.

IT WITNESS THEREOF, _____ and CPA have executed this AGREEMENT as of the date indicated below:

CPA _____

By _____

By _____

Title _____

Title _____

Date _____

Date _____

2021-2022

ICCCOC



ANNUAL REVIEW

Iowa Community College Online Consortium

ICCOC Mission:

It is the mission of the Iowa Community College Online Consortium to strengthen the partner colleges' delivery of quality educational opportunities supported by a comprehensive set of services for faculty, staff, and students..

ICCOC Vision:

ICCOC aspires to be the premier model for innovative, educational partnerships.

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2021-22 YEAR IN REVIEW

2021-2022 was the year of getting back to “normal”. With more students back on campus and activities in full swing, it felt like the good old days had returned. However, because of the pandemic, the landscape has changed in higher education, perhaps forever. Students’ awareness of their online learning options and the flexibility it brings to their lives has caused a slight increase in the percentage of students we see taking online classes. In addition to fully online classes, many consortium partner colleges continue to offer video conferencing classes utilizing platforms such as Zoom and Teams to provide a hybrid-style learning environment. These classes give students more flexibility in location but allow for a synchronous learning style that they may prefer.

For the ICCOC, FY22 was a busy one. Overall online enrollments were up a bit over the FY21 academic year and the use of Canvas for all modalities increased as well. More instructors are now aware of the many services the ICCOC coordinates for the partner colleges and have really engaged in utilizing them. We saw more faculty encouraging their students to take advantage of these resources to engage them in their coursework. Regardless of where a class takes place, in-person, online, or through hybrid learning, the key priority should be student engagement and the learning experience.

Through faculty development and by providing access to various learning resources the ICCOC strives to help colleges develop quality, virtual learning classrooms in Canvas. Finding ways to help students be more creative and instructors to find more creative ways of assessing student learning will allow us to build better online courses that meet the needs of learners who must access their coursework at different times to suit their goals and lifestyles.

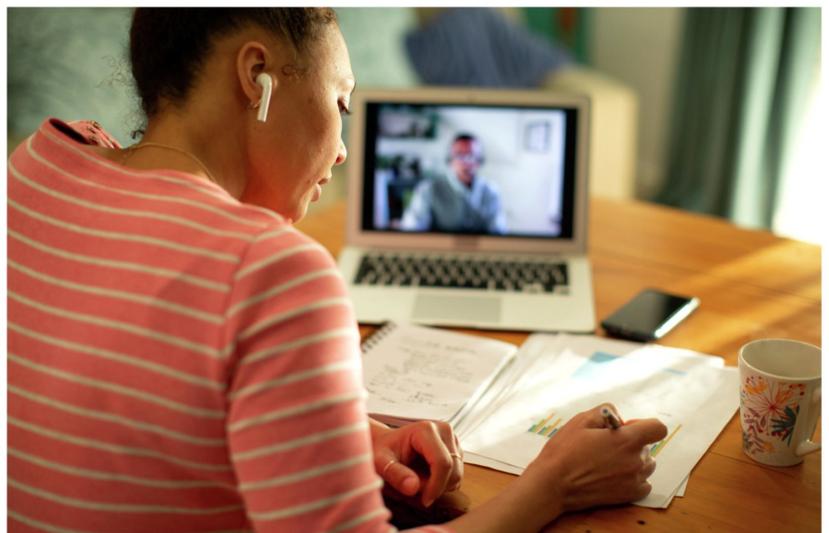
In order to remain a leader in online learning, it is important to acknowledge what’s happening around us and continually review the educational resources available to support student learning. Technology isn’t just a disruptor, but an enabler.

However, with the surge in online educational products and companies during the past couple of years, the ICCOC has also focused on protecting student data and our learning environment. This past year we established an ICCOC Security Framework that has been shared with all partner college IT Directors. The Framework includes Risk Assessment, compliance, safeguards and plans to better secure the ICCOC partner colleges’ people, data and resources.

Chuck Chrisman, the ICCOC Technical Director and Security Officer, is leading the effort to perform Risk Assessments for all 3rd party vendor products proposed for installation at the shared level of our Canvas instance. For colleges wanting to install similar products at their sub-account level, Chuck will perform the Risk Analysis and submit an Executive Summary and Risk Assessment documentation to the individual security approver(s).

To further focus our efforts on security and to limit each college’s exposure to liability the ICCOC began its journey to become a stand-alone, legal entity with a 28E agreement with the tier 1 partner colleges. We contracted with *Ahlers & Cooney Law Office* to assist in this process. The ICCOC Tier 1 partner college presidents will serve as the new Board of Directors, keeping the current Oversight Committee in place. With October 1, 2022, as the date for us to start as a separate entity, we began working towards a Multi-Factor Authentication (MFA) solution for all ICCOC colleges and began the transition of our financial and accounting processes.

We look forward to FY23 with continued support for the ICCOC colleges and a new beginning as a separate legal entity.



Keeping Data SAFE

Chuck Chrisman, Vice President of Technology Services - SECC/ICCOC



During the FY2022 year the ICCOC developed a cybersecurity framework to reduce the risks and liability to the consortium. The framework was developed by Chuck Chrisman with input from the IT directors and staff from each consortium college.

The framework includes components such as risk assessment, safeguards, compliance, policies and procedures, security incident planning, access management, MFA and much more. The ICCOC Oversight Committee approved the framework with implementation scheduled during FY2023.

Upon becoming a separate legal entity, the ICCOC is required to secure Cybersecurity Insurance to protect all partner colleges. Representatives from Southeastern Community College and the ICCOC collaborated with *Arthur J. Gallagher & Company* (Insurance Broker) to determine cybersecurity options for the ICCOC. With their recommendation, the ICCOC obtained insurance through *Travelers Insurance Company* which covers privacy breaches, forensics, cyber extortion, data restoration, public relations legal and more.

To comply with the cybersecurity insurance requirements, the ICCOC completed a number of security projects/initiatives in FY22. These projects/initiatives include:

- MFA implemented for all ICCOC employees within Google domain
- Collaboration with Canvas LMS security team to confirm MFA for all Canvas and Amazon Web Services (AWS) that have access to consortium environment.
- Testing and configuration of MFA for Canvas LMS environment for October 1, 2022 live date
- ICCOC Security Framework was developed during FY22. Chuck Chrisman was approved as Security Officer for the ICCOC.
- ICCOC employees have access and are required to complete security awareness program developed by SECC. All consortium employees will be required to participate and complete during FY23.

The ICCOC worked with the Iowa Department of Education (DOE) on the Adult Education and Literacy (AEL) project to integrate their student information system (SIS) with the consortium's Canvas LMS. The DOE enrolls AEL students into *Tops Executive*, their SIS. The integration automatically sends student enrollments from Tops Executive to Canvas. This solution is available for all fifteen community colleges.

To improve security for all integrations into our Canvas LMS, the ICCOC completed a custom server security upgrade with the Canvas Custom Servers. This project involved the ICCOC and the IT Directors from each partner college. Each college now has a unique, secured authentication from their SIS to Canvas. Access and activity logs can now identify transactions by consortium college.

Ongoing Technical Support

- Student Information System (SIS) Integration– ICCOC collaborates with Ellucian, Jenzabar, and member colleges IT departments to integrate information systems with the Canvas LMS. This integration processes over 300k transactions per year for user creations, enrollments and withdrawals.
- Enrollment Blast for Shared Courses– Both individual and global blasts are provided to member Colleges to ensure their SIS enrollment totals are accurate and in alignment with the Canvas LMS.
- Single-Sign-On (SSO)– ICCOC collaborates with each member college to configure SSO access from their portal and/or local environment.
- Canvas Mobile App– Each ICCOC college's students and instructors are provided with a Canvas mobile app that is integrated through their SSO environment or by direct login to Canvas.
- Learning Tools Interoperability (LTI)– There ICCOC staff configure all LTI integrations into Canvas at the root or subaccount level based on security risk assessment and individual colleges approvals.
- Secure File Transfer and Storage (SFTP)– ICCOC hosts a secure, encrypted file storage environment for each member college. This environment receives nightly updates from Canvas for grades, Dropout Detective at-risk data, attendance/participation and more.

PROFESSIONAL DEVELOPMENT

Training faculty to be the best they can be.

Kelly Marcus, Instructional Designer & Lead Faculty Trainer, ICCOC

Looking back at all of the faculty training and professional development that was offered to the partner colleges over the past year, we have a lot to report!

Kelly Marcus and Tracy Sleep first took a close look at the ICCOC **Online Course Quality Checklist** and spent time revamping it to fit today's needs. This document along with the Course **Readiness Resource** may be accessed under the "Help" area in Canvas so that instructors can easily get to them and find instruction or assistance (or maybe seek advice or inspiration) in areas that they believe they need further information/help.

With the editing help of Laura Howard, Kelly created a rubric for Online Course Navigation and Accessibility that is in a rough draft form, and was shared at the Summer Oversight Committee meeting. Several colleges have taken this rubric and incorporated it into their online training already, but it can be adjusted as the committee sees fit.

Kelly continued to send out her very informative and engaging weekly newsletters to faculty/staff/admin about ICCOC updates, instructional ideas, new ideas on the horizons, etc. She spent a lot of time researching new ways to push and engage students in the online classroom. Kelly also attended webinars on accessibility, DEIB, and a Colleague to Colleague conference for Online Learning. She continues to stay up-to-date on the latest trends in online teaching so she can share ideas with all faculty.

In the spring 2022 semester, the ICCOC piloted InSpace, a tool that can be used for virtual conferencing and teaching. Kelly worked directly with the instructors participating in the pilot, as well as with InSpace staff, and ICCOC Distance Learning Deans/Directors to analyze the success and possible future use of this tool. At the end of the pilot the ICCOC decided to purchase 25 licenses for the FY23 year.

The ICCOC continued its partnership with the Dept. of Ed for delivering Adult Literacy Education. Training sessions on Canvas Basics were led by Kelly for instructors at all participating college throughout the year. We are beginning to see an increase in attendance at these sessions and interest in the project. Kelly also provides a 15 minute in-depth recording for instructors who want to be able to dive in a little deeper, and stop and start with the pause button.

Mentor Trainers remain a vital part of the ICCOC's faculty development initiative. Kelly leads a monthly meeting with the Mentor Trainers to discuss important updates and to just check in with how they are doing. At the ICCOC 2022 Spring Conference the Mentor Trainers met in person to deliver sessions for conference attendees. It's a great time to share ideas and come together and network.

Coming up for the fall semester, Kelly will be hosting monthly webinars for all interested faculty and staff. The first webinar will be held September 15th by the ICCOC staff with a background on the ICCOC and overview of each staff's responsibilities. Future webinars will focus on teaching and the use of educational resources.

Kelly's enthusiasm and drive to help others has really boosted the ICCOC's professional development! We appreciate the energy she brings to the team.

Diversity, Equity, Inclusion and Belonging Self-Pace Course

Diversity, Equity, Inclusion and Belonging were the focus of a training course provided to all ICCOC partner colleges through Lumen Circles. This online, self-paced course provided a in-depth look at the uniqueness of each of these terms and how it applies to education.

Moving forward, we have created an ICCOC online, self-paced course that will be available to the colleges beginning Fall 2022. We hope to see this course utilized and part of their regular faculty development opportunities at their college.



PROFESSIONAL DEVELOPMENT

ICCOC Spring Conference

The 2022 ICCOC Spring Conference took on a new look this year by providing conference attendees the option to attend in person or virtually. On March 21st and 22nd approximately 100 people attended the face-to-face conference at the FFA Enrichment Center in Ankeny. A variety of sessions were held providing guidance on teaching and learning as well as security, student support services and digital content. Theresa Umscheid held a large group session on Diversity, Equity, Inclusion and Belonging to set the tone for the conference.

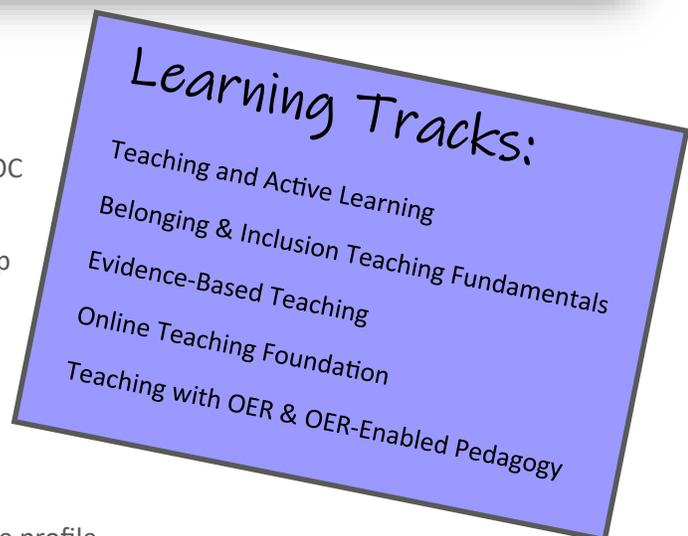
On March 28th and 29th, virtual sessions were held to reach those who were not able to attend in person. Ten unique sessions were delivered each day with over 100 people attending virtually. As we look to our 2023 spring conference, we plan to be fully back in person at the FFA Enrichment Center again!



Lumen Learning Circles Fellowships

The ICCOC partnered with Lumen Learning to provide an amazing online professional development opportunity to faculty at all ICCOC partner colleges at no cost to their college.

- ◆ 9-week virtual community of practice to connect and develop professionally with faculty peers
- ◆ Weekly activities to explore, apply, and reflect on effective teaching practices (1-2 hours/week)
- ◆ Build on your strengths and develop skills to expand your teaching repertory
- ◆ Set goals and track progress expanding your teaching practice profile
- ◆ Work asynchronously in a virtual platform (website) to fit your own schedule
- ◆ Earn Lumen Circles Fellowship Certificate in Effective Teaching Practice
- ◆ For institutional and departmental implementations: Track and report on the alignment between institutional objectives and faculty progress using effective teaching practices



ICCOC SERVICES

Helping Students Succeed

Tracy Sleep, Associate Director, ICCOC



Dropout Detective from AspirEdu is a third-party solution that allows advisors, college staff members and instructors to identify at-risk students as well as communicate directly about the current status of a student.

During the 2021-2022 academic year, AspirEdu removed the advisor assignment functionality that the ICCOC relied on to assign students to college advisors and replaced it with a Dashboard feature. All colleges were very flexible and updated their file formats and processes to accommodate the changes by the July 15, 2022 deadline.

The ICCOC began using the new Dashboards during the summer terms of 2022 and continues to investigate the full potential of this feature and its added functionality. Dashboards will add flexibility to how our partner college think about their at-risk student populations and how they serve them. The ICCOC continues to manually manage the backend processes for the colleges to ensure security, proper use of software and to troubleshoot issues.

Simple Syllabus is a centralized, template-driven platform for publishing course syllabi in mobile, web and print formats. The software integrates with Canvas to give users a feeling that syllabi truly live within the courses in Canvas.

Beginning in the fall of 2021, the use of Simple Syllabus was required for all ICCOC Shared, Western Iowa Tech, Northwest Iowa, Iowa Lakes and Southwestern courses. Southeastern, Eastern Iowa and Iowa Wesleyan required the usage of Simple Syllabus in all courses in the spring of 2022. Prior to the beginning of the spring 2022 terms, the Canvas Syllabus link was removed from all courses to eliminate confusion and to ensure the usage of Simple Syllabus.

Throughout the 2021-2022 academic year, most class syllabi were completed prior to or within a few days of the term start, and by the census date, one hundred percent of shared courses had their Simple Syllabi complete. The consistent template, management of specific components by the ICCOC and the ease of importing content from previous terms has been driving the use and completion of syllabi by term start dates.

During the FY22 year the *Syllabus Acknowledgement Feature* was enabled, giving instructors and administrators the ability to track students who were reading the syllabus within each course. The feature requires students to acknowledge that they have read the entire syllabus by pressing a confirmation button.

The use of Simple Syllabus has not been without its difficulties. Once all partner colleges were using Simple Syllabus, the company quickly learned that it could not handle the volume and loads produced by the ICCOC and its many other clients. In addition, Simple Syllabus is planning an overhauls of its infrastructure with an anticipated completion date at the end of 2022.

Managing the Chaos

Marni Kelso, Manager of Academic Scheduling and Billing, ICCOC

Behind the scenes, Marni Kelso keeps track of all course offerings for each shared term, monitors when new sections are needed and enrolls instructors in their assigned courses. With over 1,118 course sections and 52,000 enrollments in twelve unique **shared** terms annually, keeping everything organized and running smoothly demands an eye for detail and a lot of patience. Marni possesses both of these traits.

Utilizing Google Sheets for ongoing semester updates and communication to all colleges helps Marni keep everyone up-to-date on the additions and changes to all shared courses. She is quick to identify when a new section is needed and consults the Master Course Distribution Matrix to ensure the next college in line to teach is ready to go. The year-long Google Sheet contains a variety of information such as term dates, enrollment numbers, credit hours, course distribution, and special notes, making it easy for all who access it to have the answers at their fingertips.

As the start of a term approaches, Marni helps colleges identify courses that still need to be copied over or need to be published. It is important to everyone that a course opens ready for students to get started.

Two weeks after a term starts is the ICCOC Census date. At this time Marni pulls all enrollment numbers for shared and restricted courses and works closely with Doug Sutton to ensure that all digital content numbers match. It is truly a team effort to compile and distribute the ICCOC and Digital Content billing to all colleges.

Digital Textbooks and Materials

Doug Sutton, *Online Resource Coordinator, ICCOC*

Digital embedded course materials continue to be an integral part of the ICCOC mission delivering significant value for students and flexible, customizable options for instructors. With 92 unique titles for shared courses (an increase from 79 last fall) and well over 200 for restricted and eCompanion courses, the inclusive access program is delivering course materials to students at an average cost of \$36.22 for digital textbooks and \$79.12 for digital, embedded courseware such as Pearson MyLab and McGraw-Hill Connect. This represents a significant savings for students each semester and helps reduce the financial burden many of our students struggle with.

One of the major factors driving the decrease in prices is increased competition. Publishers are making significant shifts away from physical textbooks and focusing more on digital content. As publishers compete for a larger share of the digital market, they are working to present their materials as both high quality and high value. And with the shift away from physical textbooks we anticipate seeing even more digital textbooks being used within ICCOC courses.

In addition, the increased focus on digital content means a greater emphasis on digital courseware. Digital courseware allows instructors to supplement their teaching with a range of videos, illustrations, and several other ancillary materials ready-made to embed into the Canvas shells. In the past these materials were delivered through access codes purchased at costs of \$150 or more. By embedding the materials and using the inclusive access model we can deliver the same materials at half the cost. And as with digital textbooks, competition is having an impact on pricing for courseware as well. W.W. Norton has introduced its courseware for instructor use at the same price as its digital textbook, \$30.43.

It was once said, “change is the only constant in life”. This is absolutely true in the world of course materials. The good news is the ICCOC is well positioned and focused on embracing that change and providing quality education to students for whatever the future may hold.

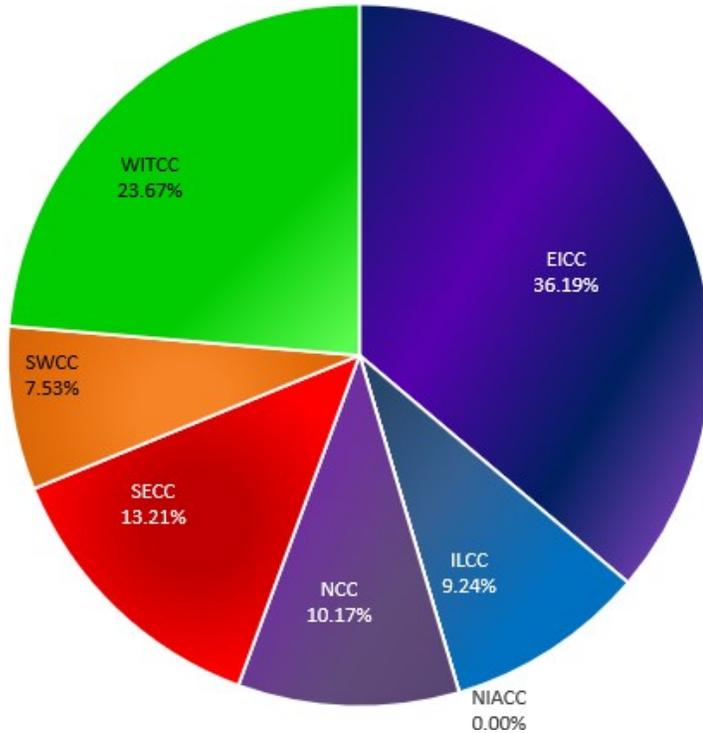
<i>Fully Shared & Restricted Online Classes Includes 16wk, 1st & 2nd 8wk, & 12wk terms</i>	<i>VitalSource & Lumen Learning</i>			
	Course Sections	Students	VitalSource Avg. Cost per book	Lumen Avg. Cost per book
Summer 2021 4wk	17	1,186	\$45.82	\$25.00
Fall 2021	377	11,924	\$39.27	\$25.00
Winterim 2021/2022	30	451	\$39.52	\$25.00
Spring 2022	394	8,189	\$40.05	\$25.00
Summer 2022	229	3,988	\$41.11	\$25.00

<i>Digital Materials for eCompanions/Hybrids For FY22</i>	Course Sections	Students
Eastern Iowa Community College	2	7
Iowa Lakes Community College	81	834
Northwest Iowa Community College	14	169
Southeastern Community College	204	1,576
Southwestern Community College	20	209
Western Iowa Tech Community College	8	109

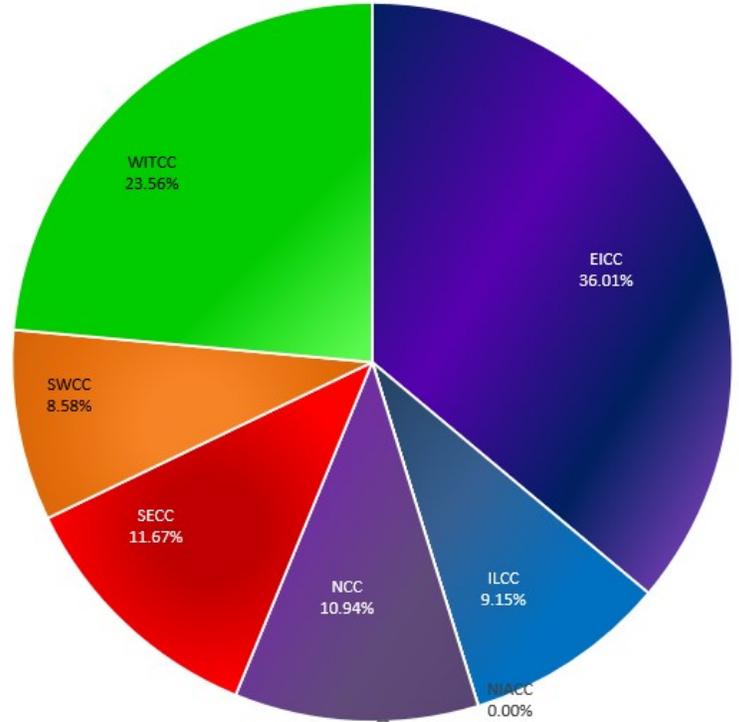
ENROLLED / TAUGHT

Credit Hour Comparisons for FY22

% Credit Hours Enrolled per College



% Credit Hours Taught per College



CR HRS	Fall 2021	Spring 2022	Summer 2022	TOTAL
EICC	19,587 enrolled 20,053 taught	21,720 enrolled 23,081 taught	15,920 enrolled 13,951 taught	57,227 (36.19%) 57,085 (36.10%)
ILCC	5,687 enrolled 5,876 taught	6,750 enrolled 6,326 taught	2,182 enrolled 2,270 taught	14,619 (9.24%) 14,472 (9.15%)
NWCC	6,437 enrolled 6,952 taught	6,854 enrolled 7,385 taught	2,788 enrolled 2,969 taught	16,079 (10.17%) 17,306 (10.94%)
SECC	8,217 enrolled 7,394 taught	9,373 enrolled 7,751 taught	3,303 enrolled 3,307 taught	20,893 (13.21%) 18,452 (11.67%)
SWCC	4,597 enrolled 4,765 taught	5,524 enrolled 6,028 taught	1,782 enrolled 2,782 taught	11,903 (7.53%) 13,575 (8.58%)
WITCC	16,118 enrolled 15,603 taught	16,136 enrolled 15,786 taught	5,173 enrolled 5,869 taught	37,427 (23.67%) 37,258 (23.56%)
TOTAL	60,643	66,357	31,148	158,148 Cr Hrs.

RETENTION & SUCCESS

The ICCOC has tracked the course completion rates and the student success rates for all shared online courses since the summer of 2005 as part of our Title III Cooperative Grant. The grant listed two of the key outcomes for the *Strengthening Student Performance through Faculty Development and Student Services* grant activity.

Student Retention Rates in Shared Terms

Retention Shared Courses (Census - Term End)	Fall 2021 1st 8wk	Fall 2021 2nd 8wk	Fall 2021 16wk	Fall 2021 12wk	Spring 2022 1st 8wk	Spring 2022 2nd 8wk	Spring 2022 16wk	Spring 2022 12wk	Summer 2022 1st 8wk	Summer 2022 2nd 8wk	Summer 2022 4wk
ICCOC	94%	94%	89%	91%	95%	93%	90%	91%	95%	93%	92%
Eastern Iowa	94%	94%	89%	92%	95%	90%	91%	90%	97%	94%	100%
Iowa Lakes	96%	97%	94%	94%	96%	97%	92%	88%	94%	91%	86%
Northwest Iowa	93%	98%	94%	85%	99%	98%	92%	96%	98%	96%	72%
Southeastern	93%	95%	86%	94%	96%	91%	90%	91%	90%	90%	88%
Southwestern	81%	92%	85%	78%	92%	89%	87%	78%	94%	89%	100%
Western Iowa Tech	95%	93%	89%	91%	92	95%	89%	92%	94%	95%	80%

Student Success Rates in Shared Terms

Shared Courses	Fall 2021 1st 8wk	Fall 2021 2nd 8wk	Fall 2021 16wk	Fall 2021 12wk	Spring 2022 1st 8wk	Spring 2022 2nd 8wk	Spring 2022 16wk	Spring 2022 12wk	Summer 2022 1st 8wk	Summer 2022 2nd 8wk	Summer 2022 4wk
ICCOC											
C or higher	81%	79%	82%	74%	84%	85%	84%	75%	89%	84%	92%
D or higher	86%	83%	88%	81%	89%	87%	90%	81%	92%	88%	95%
EICC											
C or higher	80%	79%	85%	77%	83%	85%	85%	74%	93%	87%	92%
D or higher	84%	83%	90%	83%	86%	90%	90%	80%	95%	90%	95%
ILCC											
C or higher	87%	81%	83%	68%	78%	87%	84%	73%	84%	77%	78%
D or higher	93%	84%	89%	75%	85%	92%	90%	80%	89%	84%	83%
NWCC											
C or higher	89%	78%	81%	69%	79%	87%	83%	78%	88%	85%	100%
D or higher	92%	80%	85%	75%	86%	90%	87%	84%	90%	87%	100%
SECC											
C or higher	77%	77%	80%	81%	86%	86%	83%	80%	89%	80%	86%
D or higher	85%	82%	88%	87%	92%	91%	90%	85%	94%	93%	90%
SWCC											
C or higher	88%	87%	85%	89%	86%	73%	86%	69%	87%	93%	88%
D or higher	88%	93%	92%	92%	89%	81%	92%	75%	94%	94%	96%
WITCC											
C or higher	78%	76%	79%	71%	90%	83%	84%	73%	83%	84%	98%
D or higher	83%	79%	84%	79%	93%	87%	89%	80%	87%	88%	98%

ICCOC BUDGET

ICCOC FY 2021-2022 Final Budget Report

FY2022 Fees

Online Tuition	\$200.00
ICCOC Fee	\$10.00
Instructor's Home College	\$108.00
Student's Home College	\$82.00

Expenses

Salary & Benefits	\$626,435
Professional Services	\$821,430
Memberships	\$20,590
Printing Services	\$870
Communications	\$2,682
Postage & Expediting	\$40
ICCOC Staff Computer Equipment	\$825
Group Meeting Expenses - Facilities & Catering	\$7,225
Materials & Supplies - Website Hosting	\$4,685.
Travel Expenses - ICCOC Staff, Distance Learning Deans, CAOs	\$4,661
Fall Workshop	\$7,257
Spring Conference	\$26,066
TOTAL EXPENSES	\$1,522,766

ICCOC Revenue

Credit Hours X \$10.00 (ICCOC Fee)	\$1,632,869
Carry Over from previous years	\$795,013
Additional Revenue	\$18,600
TOTAL REVENUE	\$2,446,483
TOTAL Remaining Balance	\$923,717

ICCOC FY 2022-2023 Budget

FY2023 Fees

Online Tuition	\$208.00
ICCOC Fee	\$10.00
Instructor's Home College	\$113.00
Student's Home College	\$85.00

Expenses

Salary & Benefits	\$657,822
Professional Services	\$900,753
Memberships	\$20,650
Printing Services	\$600
Communications	\$3,000
Postage & Expediting	\$200
ICCOC Staff Computer Equipment <i>(on a rotation schedule)</i>	\$3,000
Group Meeting Expenses	\$7,000
Materials & Supplies	\$6,000
Travel Expenses	\$10,000
Fall Workshop	\$6,000
Spring Conference	\$30,000
TOTAL EXPENSES	\$1,645,025
Carry Over from previous years	\$923,717



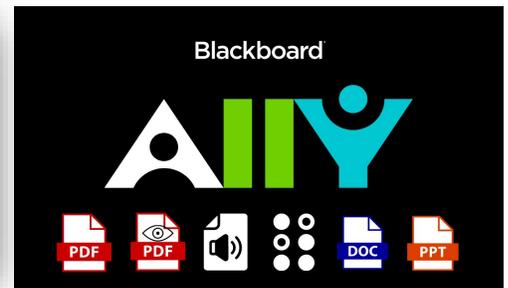
INSTRUCTIONAL TOOLS

Accessible for All Students

Providing course content that may be access by all students is an important priority of the ICCOC. Currently, both Ally by Blackboard and Readspeaker are used in all classes.

Ally helps faculty create a more inclusive learning environment by making digital course content more accessible. It improves the readability of course materials meeting the needs of students' with a variety of learning styles and devices. Reports may be accessed and shared with faculty and administrators to help identify classes that may need help with creating more accessible course content.

ReadSpeaker is a Text-to-Speech software that reads the content inside Canvas. We have recently upgraded ReadSpeaker to give students and faculty a better overall experience. The new natural-sounding voice provides over 200 natural-sounding voices in over 50 languages. In addition, ReadSpeaker now has a new Document Reader which was not available before.



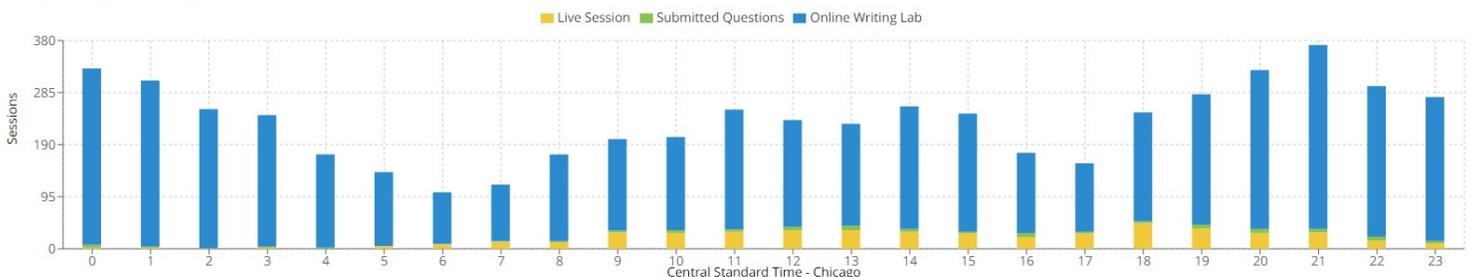
Tutoring Available 24/7

During the pandemic when many students were learning from home and not on campus, we saw a spike in the usage of Smarthinking, our contracted online tutoring service. However, we have started to see those numbers come back down due to students visiting tutoring centers on their campus. Having Smarthinking in place proved to be a major benefit for both students and faculty during the pandemic. It continues to be a valuable resource to students in not only fully online classes but for all modalities. All students have up to 15 hours of tutoring they can take advantage of at no cost during the academic year.

Registration	Total for FY20	Total for FY21	Totals for FY22
Distinct Users	2105	1,816	1,783
Total Sessions	5349	5,950	5,603
Total Time	205,543 Minutes	238,679 Minutes	223,650 Minutes

ICCOC data continues to show that the highest area of Smarthinking utilized is in the writing lab and it is used at all times of the day.

Sessions By Time Of Day



INSTRUCTIONAL TOOLS



Remote proctoring really surged during the end of FY20 and FY21 due to the pandemic and the need for testing to be done from home. However, as students and instructors have returned to campus, the need for remote proctoring has declined a bit.

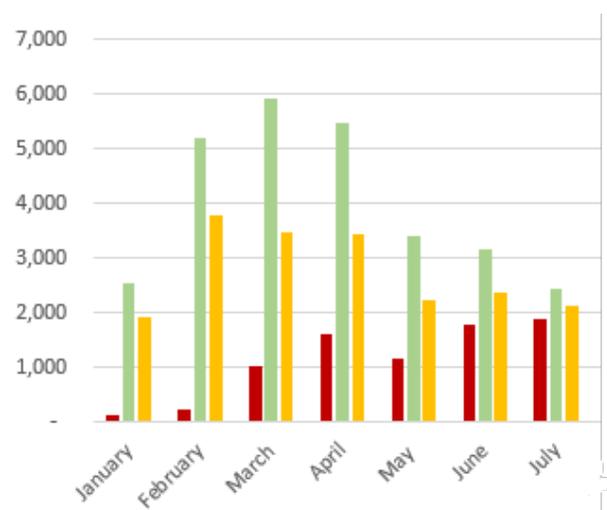
HonorLock uses Artificial Intelligence along with live proctors popping in to make remote proctoring easy for instructors and students with an added human touch. It provides a secure and equitable learning environment for all students taking exams. Students are not charged for the remote proctoring as the ICCOC funds the needed accounts.

Faculty are able to review the proctoring results for each student and determine if there is cause for concern if they wish to do so. HonorLock also contains BrowserGuard which is a feature that prevents students from visiting other websites or applications that are not allowed during an exam. It also records the test-takers desktop during the proctored exam.

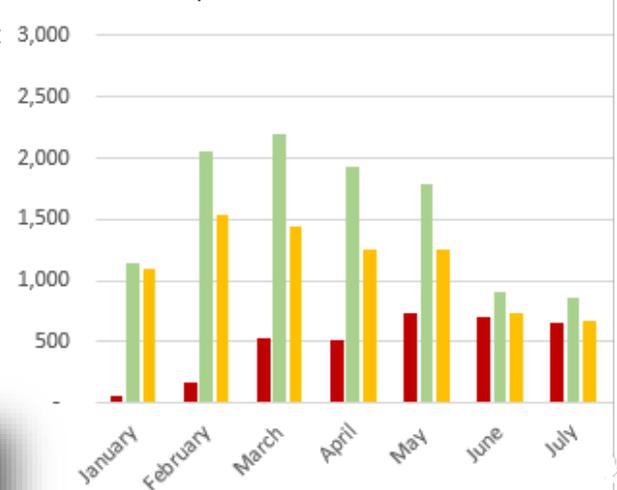
HonorLock can also detect voices and cell phones during the proctored exam and this is included in the reports for faculty. Faculty may control which features they want included during the exam and indicate sites that students may access.

HonorLock continues to be widely used by all partner colleges for fully online courses.

Total Exams Sessions FY20 FY21 FY22



Total Students per Month FY20 FY21 FY22



End of Course Surveys

Continuous improvement in our online classes and instruction is a strategic goal of the ICCOC and gathering student feedback at the end of each term is important to maintaining and growing that quality.

Most of the ICCOC partner colleges also use Blue for their on-campus course and high school concurrent feedback surveys. The surveys are integrated with Canvas and a course block restricts students' access to their course(s) until the survey is completed. This increases the response rate and gives us a better picture of the overall student experience.

Faculty and administrators are given access to the survey results for their specific classes and projects.



ICCOC DISTANCE LEARNING DEANS/DIRECTORS

Eastern Iowa Community College

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Iowa Lakes Community College

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Eastern Iowa
Community College



Southeastern
Community College



Iowa Lakes
Community College



Southwestern
Community College



North Iowa Area
Community College



Western Iowa Tech
Community College



Northwest Iowa
Community College



Iowa Wesleyan
University

Theresa Umscheid

Executive Director
tumscheid@myiccoc.org
712-362-7948

Theresa Umscheid is the ICCOC Executive Director and manages the overall operation and coordination of the ICCOC.

Tracy Sleep

Associate Director
tsleep@myiccoc.org
319-759-0497

Tracy Sleep is the main point of contact for students who have questions about their online class or need to contact their home college.

Tracy coordinates the at-risk student process, communication with online students, common resources and processes to enhance student success. As IR Manager, she provides a wide range of data and reports to the colleges and Consortium.

Doug Sutton

Online Resource Coordinator
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712-362-7987

With the expansion of digital textbooks and the ICCOC Inclusive Access project, the need for additional support became apparent. Doug works with all ICCOC partner colleges to coordinate the use of eTextbooks and digital courseware in all types of classes including eCompanion and Hybrid. He works directly with publishers to get the lowest price for the ICCOC and does billing for all materials.

Chuck Chrisman

Vice President of Technology Services - SECC
Security Officer & Technology Support—ICCOC
cchrisman@scciowa.edu
866-722-4692 ext. 5070

Chuck Chrisman is the VP of Technology Services for Southeastern Community College and provides part-time technical support for the Canvas/SIS registration interface. In addition, Chuck assists with the consortium's technology projects/systems. His role is very important as we continue to integrate technology solutions into the LMS.

Marni Kelso

Manager of Academic Scheduling/Billing
mkelso@myiccoc.org
319-759-8188

Marni Kelso is responsible for setting up and managing the ICCOC terms and courses as well as enrolling faculty and monitoring student enrollment.

In addition, Marni is also in charge of online course billing for all 7 consortium colleges.

Kelly Marcus

Instructional Designer and Lead Trainer
kmarcus@myiccoc.org
641-278-6304

Kelly Marcus is full-time with the ICCOC and her main duties involve working with ICCOC faculty with training and adapting to new features or software available in the LMS.

Madison Bolin

Administrative Support Coordinator
mbolin@myiccoc.org

Madison is the newest member of the ICCOC team and is located at the Iowa Lakes Community College campus in Estherville. She is a full-time Administrative Support Coordinator who assists the Director in the daily activities which include budget management, meeting planning and the ICCOC Spring Conference.

Gretchen Bartelson

Assessment/Program Consultant
gbartelson@nwicc.edu

Gretchen Bartelson recently retired as the Dean of the Center for Teaching and Learning from Northwest Iowa Community College. She is continuing to work part-time with the ICCOC partner colleges, assisting with curriculum and assessment development and will work with the ICCOC to help develop shared online programs.

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