

Illinois Community
College Board
Recognition Application

February 28, 2012

STANDARD 1 – INSTRUCTION

1a. Degrees and Certificates.

A college shall award associate degrees and certificates in accordance with units of instruction approved by the ICCB. The criteria for approval of new units of instruction also are required for existing programs offered by community colleges. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the College catalog and other documents advertising the program offerings to the public.

Indicators of Compliance

- a) The College awards, associate's degrees and certificates in accordance with units of instruction approved by the ICCB.
- b) All degrees and certificates will meet credit hour ranges and general education requirement for new programs.
- c) Programs that are not in the catalog and in which the College is not enrolling new students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File.

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

College catalog ICCB Curriculum Master file

Optional

Student transcripts

ICCB Rule 1501.303b

ICCB Rule 1501.302

Procedure:

The Executive Vice President and the VP for Instruction/ITS conducted a review for Black Hawk College's (BHC) level of compliance with this requirement through an audit of internal processes (program review and curriculum review) and of internal documents (BHC catalog program information, BHC admissions applications, and curriculum committee handbook) in comparison to the ICCB Master File and Program Manual.

Information that was audited included:

- 1. The ICCB curriculum master files, administered in the Executive VP/VP for Instruction/ITS office, served as the official guides for which a random sampling of program information was compared for fiscal years 2007, 2008, 2009, 2010, 2011, and 2012.
- 2. The BHC catalogs for fiscal years 2007, 2008, 2009, 2010, 2011, and 2012 and BHC admissions applications for fiscal years 2007, 2008, 2009, 2010, 2011, and 2012 were used in the audit. [A thorough audit of Transfer degree requirements was conducted as part of the IAI requirements, please see Standard 1b. Articulation for related procedure, findings, and actions.]

- 3. A random sample of 14 BHC degrees and certificates, were audited.
- 4. General education core requirements in the ICCB Program Manual were compared to the general education requirements posted in the College's fiscal year 2011-2012 catalog and on the website.
- 5. A random sample of 15 transcripts of BHC's graduates were audited for fiscal years 2007, 2008, 2009, 2010 and 2011 to determine if the degree or certificate awarded were consistent in title with the approved ICCB Master File.

FINDINGS:

The random sample of degree and certificate programs included: administrative office support certificate, agribusiness management, agricultural mechanics technology, art technology certificate, associate in science EMS-Paramedic, automotive repair technology, fire service officer, legal office professional, medical office receptionist, medical assisting, medical transcription, nursing associate degree, visual communication, and wheel alignment/suspension.

The catalog audit indicated that the title of the programs and the required hours were in compliance with the ICCB Master File within each fiscal year. The audit indicated that of those sampled, all new programs and required hours were correctly added and listed and that revised programs were correctly listed. A checklist of the 15 audited programs, required hours, and catalog comparisons has been compiled. No discrepancies were identified. The BHC college catalog is developed on an annual basis.

The audit found that the comparison of general education core requirements listed in the fiscal 2011-2012 BHC catalog and the ICCB Program Manual were consistent.

The audit findings indicated that the titles listed in the BHC admissions applications compared to the ICCB Master File were in compliance with the exception of one certificate program. Wheel Alignment/Suspension had been listed on the admissions applications as Wheel Alignment/Suspension Specialist for each of the fiscal years audited, 2007, 2008, 2009, 2010, and 2011. Communications between the Executive Vice President/VP for Instruction/ITS office and the Registrar's office occurred Jan. 20, 2012, for this correction to be made with the next admissions application revision.

The random sample of student transcripts for each fiscal year 2007, 2008, 2009, 2010 and 2011 indicated compliance between the degree or certificate awarded was consistent with the approved ICCB Master File information. Additional credit hours and general education requirements were satisfied.

The BHC college website was completely changed in fiscal 2011. Intense work was completed by staff of the Marketing Department and the staff in the Executive Vice President/VP for Instruction/ITS office to ensure that curriculum information was updated and is in compliance.

The BHC Curriculum Committee is a faculty driven committee comprised of district-wide BHC full-time faculty with administrative oversight. This is one of the College committees sanctioned by the Quad City Faculty Senate and the East Campus Faculty Senate and meetings are held monthly. The members understand the complexity and the serious nature of the work to be completed through this committee. Members of the instructional administration team also attend meetings. Minutes are taken at each meeting, communicated to committee members and are then officially filed in the Executive Vice President/VP for Instruction/ITS office. The official BHC curriculum/course handbook is updated annually. This handbook provides information about the mission of the curriculum committee, the purpose of the committee, the curriculum/course development flow chart, preparation steps for courses and programs, frequently asked questions, curriculum committee fast facts,

how to determine if a BHC course has an approved IAI number, the curriculum/course addition or revision form, and the application to the curriculum committee on which committee action is recorded.

This BHC curriculum/course handbook is the defining process guide for committee members to follow and also serves as the official resource for all faculty who wish to recommend modifications, additions or deletions. This handbook is posted electronically on the BHC web portal system "myBlackHawk" and each curriculum committee member receives a personal copy. The BHC Faculty Handbook also provides reference to this important document.

Actions:

The finding of the Wheel Alignment Suspension title discrepancy as listed on the College's admission application has been addressed. Communications between the Executive Vice President/VP for Instruction/ITS office and the Registrar's office occurred Jan. 20, 2012, for this correction to be made with the next admissions application revision.

1b. Articulation.

Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the College shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with: (A) at least three Illinois public universities, or (B)at least three baccalaureate degree granting institutions to which a majority (51%) of the College's students, majoring in the field for which the course is required, transfer.

Indicators of Compliance

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

Indicators of Quality

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

Items to be Evaluated

College degree requirements and procedures College catalog Articulation documentation

ICCB Rule 1501.309d1

Procedure:

The Articulation Advisor, in the Office of Advising Services conducted a thorough review of the compliance indicators for Articulation. The audit included a review and analysis of the documents listed below:

1) College Catalog

- a) Course descriptions
- b) Suggested course sequences for transfer disciplines
- c) AA/AS and AAT degree/graduation requirements
- 2) College Website
- 3) Transfer Advisor Web Pages
 - a) iTransfer Website
 - b) Transfer Guides & Agreements
 - c) u.select Course Equivalency Database
 - d) Baccalaureate Transfer Articulation Handbooks
- 4) Form 13 Process Documentation

FINDINGS:

- 1. The AA, AS and AAT degree requirements incorporate the Illinois Articulation Initiative General Education Core Curriculum. All courses listed as meeting degree requirements have been articulated as transferable.
- 2. The College utilizes the Form 13 process to articulate new and established courses that have been revised.
- 3. The College catalog and website provide suggested "generic" four semester course sequences for all transfer programs.

The review of suggested course sequences for Transfer disciplines revealed the need for corrections or clarification in some disciplines including: Agriculture Transfer, Horticulture Transfer, Pre-Veterinary/Medicine/Animal Science, Business Transfer International Business, Supply Chain Management, Earth Science, Earth Science Geology, Pre-Engineering, English Writing, French, German, Physical Education, Sport Management, Pre-Pharmacy, and Philosophy.

- 1. IAI approved courses are designated as such in the catalog course descriptions.
- 2. The College catalog and website provide an explanation of options for successful transfer including the Illinois Articulation Initiative and information regarding the College's participation. Links are provided on the BHC website to IAI transfer tools including: Black Hawk College IAI general education and major courses; an IAI curriculum worksheet, a list of IAI participating colleges and universities; IAI major course recommendations, and benefits of IAI, as well as a link to report transfer-related problems or ask a transfer-related question.
- 3. Suggested course sequences for transfer disciplines listed in the College catalog reflect IAI major course recommendations.
- 4. The College participates in u.select and provides links to transfer information on the u.select website including transfer course catalogs, course equivalencies and custom transfer guides. Additional course equivalency guides are provided for transfer institutions in our region that do not participate in u.select.
- 5. Revisions and updates to the u.select database are made on an ongoing basis.
- 6. More than 100 formal and informal general education and curriculum specific articulation agreements have been established to provide reliable resources for students and advisors.
- 7. Transfer guides are reviewed on an annual basis.

Actions:

In response to the ICCB directive that no new students shall be admitted to AAT degree programs, AAT curriculum guides have been removed from the College website. Students currently enrolled in an AAT degree program will follow their catalog requirements and have access to individual and group advising as needed.

For those course sequences for transfer disciplines identified in the Findings sections as needing corrections or clarification, department chairs and supervising deans received a memo in January, 2012 listing all changes recommended. Catalog corrections are in progress.

1c. Dual Credit.

Courses offered by the College for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:

A. State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association and local college policies that apply to courses, instructional procedures and academic standards at the College apply to college-level courses offered by the College on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.

Indicators of Compliance

a) College conforms to all state law as and regulations and accreditation standards.

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

College Dual Credit Policies

College faculty records/ICCB faculty records

College student records

Articulation agreements/program assignment of courses

Course outlines/syllabi

SU/SR

College self-study

ICCB Rule 1501.507(b) 11

Procedure:

The College, via the Dean of Instruction and Academic Support and the two Dual Credit/Dual Enrollment Coordinators, conducted a thorough audit of its level of compliance with the complex Dual Credit requirements. A review of documents and resources for Dual Enrollment/Dual Credit indicates that the College has a comprehensive, organized program of offering and granting concurrent credit and is in compliance with the ICCB standard.

The audit included assembling the following information and reaching the analysis described in 1c. - items A-F.

1. College web pages for dual enrollment/dual credit.

- 2. College 2011 Dual Credit/Dual Enrollment Handbook.
- 3. College 2010 Memorandum of Understanding (MOU) with each high school participating in the dual credit program.
- 4. College dual enrollment/dual credit Course Apportionment 'Error' Report.
- 5. College Prerequisite Verification Report of all students enrolled in courses that required a prerequisite (Fall 2011).
- 6. College dual credit course syllabi and generic college syllabi.
- 7. College listing of dual credit course offerings, transfer course offerings, and first-year course offerings in ICCB approved associate in applied science degree programs.

FINDINGS:

- 1. College web pages for dual enrollment/credit contain current dual credit policies and procedures and are updated twice a year.
- 2. College dual credit policies and procedures are included in BHC's 2011 Dual Credit/Dual Enrollment Handbook, which is distributed to appropriate faculty, administrators, students, and parents.
- 3. College 2010 Memorandum of Understanding (MOU) contains the dual enrollment/dual credit terms of agreement between the College and the participating high schools and is kept on file in the administrative office. The audit found 15 of the 18 MOUs had been returned by area high schools.
- 4. College dual enrollment/dual credit Course Apportionment 'Error' Report is used to verify all dual credit/dual enrollment students' pertinent information.
- 5. College Prerequisite Verification Report of all students enrolled in courses that required a prerequisite (Fall 2011) showed that all students met the COMPASS Score requirement to be enrolled in the course. This verification is done each semester.
- 6. College dual credit course syllabi and generic college syllabi are compared every semester by department chairs.
- 7. College listings of dual credit course offerings, transfer course offerings, and first-year course offerings in ICCB approved associate in applied science degree programs were validated and show that all dual credit course offerings are either transfer courses or first-year courses in ICCB approved associate in applied science degree programs.
 - Note: The 2005 BHC Self-Study used a random sampling of a few courses. Our standard procedure now includes this audit procedure for all courses and all dual students.
- 8. The Dual Coordinators have set an <u>annual schedule</u> for reviewing and updating the BHC dual credit/dual enrollment web pages and the Dual Credit/Dual Enrollment Handbook. They will continue to gather five years of appropriate data to work towards NACEP accreditation.

Black Hawk College observes all state laws, ICCB regulations, and North Central Association policies pertaining to Dual Credit curricula. Maintenance of records for Dual Credit faculty and students is identical to procedures for all other faculty and students, except that grades for Dual Credit students are shared with appropriate high school personnel. Wherever appropriate, Dual Credit courses articulate just as their regular counterparts do (e.g., English 101, Psychology 101, etc.). Dual Credit faculty uses the same College course syllabi and outcomes as their counterparts.

Actions:

The Dual Coordinator will follow up with those high schools that have not returned the Memorandum of Understanding.

B. Instructors. The instructors for these courses shall be selected, employed and evaluated by the College. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the College level.

Indicators of Compliance

a) Faculty hold required credentials

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

College faculty records/ICCB faculty records

ICCB Rule 1501.303(f)

Procedure:

The Dean of Instruction and Academic Support and the two Dual Credit/Dual Enrollment Coordinators reviewed the hiring process for dual credit instructors and examined Human Resources records for all dual credit instructors.

FINDINGS:

- 1. Both full-time and adjunct faculty serve as Dual Credit instructors. They are selected, employed, and evaluated/observed in the same way as other College faculty.
- 2. All dual credit faculty complete job application forms and provide transcripts to assure that their credentials are the same as adjunct faculty.
- 3. Department Chairs hold Dual Credit faculty to the same standards and expectations as other adjunct faculty.
- 4. The goal of the College is to have 100% of all adjunct faculty Dual Credit Instructor files meeting the internal standards that include both ICCB and College required documentation. Reviewing a sample of those files suggests that although all files included the appropriate documentation for verification of credentials, not all files have meet the expanded standard for additional requirements established by the College.

Actions:

BHC Dual Credit/Dual Enrollment Coordinators will coordinate annually with Human Resource to ensure adjunct faculty personnel records meet all documentation standard.

C. Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.

Indicators of Compliance

- a) Students enrolled in college-level courses meet the academic requirements of the course
- b) Process for course selection is made in consultation with high school personnel

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Self Study

College student records

Dual Credit Policies

Articulation agreements

ICCB Rule 1501.507(b) 11

Procedure:

The Dean of Instruction and Academic Support and the two Dual Credit/Dual Enrollment Coordinators reviewed BHC's documents and resources to:

- 1. Verify that students enrolled in college-level courses meet all the academic requirements of the dual credit course.
- 2. Verify that all appropriate High School personnel are consulted in the process of dual credit course selection.

FINDINGS:

- 1. BHC's Dual Credit Handbook and MOU clearly outline that the academic requirements of the course must be met prior to the student enrolling in the dual credit course.
- 2. The Dual Coordinators consistently verify that all students are meeting the course prerequisite by checking that required COMPASS placement scores are accurately recorded in the student's electronic file.
- 3. BHC's dual credit registration form requires the signature of a high school official as well as a parent or guardian prior to student enrollment.

Actions: No action required.

D. Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.

Indicators of Compliance

a) Students satisfied course placement tests or prerequisites

Indicators of Ouality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Self Study

Student Transcripts

Dual Credit Policies

ICCB Rule 1501.507(b) 11

Procedure:

The Dean of Instruction and Academic Support and the two Dual Credit/Dual Enrollment Coordinators reviewed the:

- 1. College dual credit written policies and procedures, found in the Dual Credit Handbook and the College 2010 Memorandum of Understanding (MOU).
- 2. College Prerequisite Verification Report of all students enrolled in courses that required a prerequisite (Fall 2011).

FINDINGS:

- 1. BHC's Dual Credit Handbook and MOU clearly outline that the academic requirements of the course must be met prior to the student enrolling in the dual credit course.
- 2. The College Prerequisite Verification Report of all students enrolled in courses that required a prerequisite (Fall 2011) showed that all students met the COMPASS Score requirement to be enrolled in the course. This verification is done each semester.

Actions: No action required.

E. Course Offerings. Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs.

Indicators of Compliance

a) Courses meet course type requirements for dual credit as specified

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Course schedules

IAI records

Dual Credit Policies

ICCB Rule 1501.507(b) 11

Procedure:

The Dean of Instruction and Academic Support and the two Dual Credit/Dual Enrollment Coordinators reviewed all 2005-2012 dual credit course offerings.

FINDINGS:

1. All Dual Credit courses were either IAI approved transfer courses or first-year courses in AAS curricula.

- 2. The Dean of Instruction and Academic Support in consultation with BHC department chairs and high school personnel select the appropriate courses each semester.
- 3. A BHC registration form confirms the course offering at a given high school. These courses and prerequisites are listed in high school course documents and communicated through high school courselors to convey information to students and parents.
- 4. The BHC Dual Credit/Dual Enrollment Handbook states that all dual credit courses meet course type requirements for dual credit course offerings.

Actions: No action required.

F. Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.

Indicators of Compliance

a) Courses meet requirements as specified

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Course schedules IAI records Dual Credit Policies

ICCB Rule 1501.507(b) 11

Procedure:

Department chairs collect all syllabi from full-time, adjunct, and dual credit faculty to assure alignment with the college's generic syllabi. This includes: course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students that are the same as for on-campus offerings.

FINDINGS:

The Dean of Instruction and Academic Support and the two Dual Credit/Dual Enrollment Coordinators reviewed Black Hawk College dual credit procedures to assure that course syllabi for dual credit classes align with the generic college syllabi.

Actions: No action required.

G. Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.

Indicator of Compliance

a) Proper documentation of college/school policies and practices exists and is being followed

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Dual Credit Policies

Articulation agreements/program assignment of courses

ICCB Rule 1501.507(b) 11

Procedure:

The Dean of Instruction and Academic Support and the two Dual Credit/Dual Enrollment Coordinators reviewed the documents and resources for Dual Enrollment/Dual Credit.

FINDINGS:

A review of documents and resources for Dual Enrollment/Dual Credit indicates that the College has a comprehensive, organized program of offering and granting concurrent credit and is in compliance with the ICCB standard.

BHC's Dual Credit/Dual Enrollment Handbook confirms that offering the dual credit course for high school credit is at the discretion of the high school. High school personnel solely determine whether or not a college course qualifies for concurrent credit at the high school.

Actions: No action required.

1d. Assessment Plans.

A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of student learning. All academic programs will systematically assess student learning and use assessment results to improve programs.

Indicators of Compliance

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

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

College policies
Program review reports
College catalogs
Applications for new programs
College self-study
College instructional program assessment policies

<u>ICCB Rule 1501.405</u> IBHE Illinois Commitment Goal 5

Procedure:

The Dean of Instruction and Student Learning and the Chair and Secretary of the Learning Committee conducted a thorough audit of Black Hawk College's level of compliance with the ICCB requirement standard for Assessment Plans. The following information that was assembled and the analysis reached, is described below.

Documents:

- 1. Program Review Reports
- 2. Instructional Program Assessment Policies
- 3. A Faculty Guide to Assessing Student Learning
- 4. Faculty assessment document binder and supplements
- 5. Yearly assessment results reports

FINDINGS:

The College has developed a systematic planning cycle for assessment of student learning. On a scheduled basis the College reviews its degrees and certificates through its formal Program Review process. This process assesses the current state, future direction, and viability of identified degrees and certificates on a departmental level. Up until 2010, College faculty received a guide to assessment with yearly updates that were approved by the Faculty Senates and the College administration. Departments submitted an Annual Assessment Report. In 2010, faculty and department chairs were trained to use WEAVEonline to submit course level assessment reports. In Spring 2010 a college-wide Student Learning retreat was held to evaluate the past process of assessing student learning. All academic departments have and will continue to complete yearly results reports using an approved form which includes key questions from the Higher Learning Commission and Illinois Goal Five criteria through the Unit Plan and Program Review process. These processes are currently being reviewed and changes will be made in an attempt to better align Program Review with the annual assessment of student learning with the intent of bringing these two key processes closer together. Feedback on the results of the continuous improvement cycle for that year at the course/class, program, discipline, and general education levels is given. The process of assessing student learning is collaborative on the part of administration and faculty through a college-wide committee titled the Student Learning Committee. The Student Learning Committee meets monthly to assess both general education and career outcomes. Through the work of this committee three future directions have emerged: the need for a standardized general education exam to assess student learning outcomes, the need to pursue third-party accreditation by career programs where appropriate, and also a desire to develop an assessment network with local area colleges and universities to develop regional professional development opportunities in the assessment of student learning. The College has established a goal that all Departments will have a formal student learning plan established.

The systematic plan assists the College in getting regular, documented feedback from academic departments on the outcomes of the continuous quality improvement planning loops. Improvements at the various levels are

checked and shared with the larger College community. Approaches are varied, use direct and indirect measures, and reflect the unique needs of programs and disciplines. Some examples are program portfolios (e.g., ESL, art), pre-tests and post-tests (e.g., automotive), discipline-based standardized exit exams (e.g., chemistry, math), English exit exams for students leaving developmental and entering college-level courses and at junctures between English Composition I and II, classroom assessment techniques, and survey questions attached to end-of-class evaluations (e.g., EMS). Monitoring of pass rates for state board exams for nursing and allied health areas is done to ensure that students are meeting or exceeding both internal and external competency levels. This feedback is valuable, and departments document the changes in approach to instruction that occur as the result of assessment, promoting student success and learning.

Black Hawk College will continue with its systematic plans for assessment of student learning and ensure documentation and application of results annually. Occupational Programs will continue to reflect their student learning assessment plans and cycles of improvement as required in Program Review. Identified changes will be made to better align the Program Review processes with the annual assessment of student learning.

Actions: No action required.

1e. Faculty Qualifications/Policies.

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

Indicators of Compliance

a) Faculty preparation is in accordance with ICCB rules

Indicators of Quality

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

Items to be Evaluated

ICCB Faculty and Staff records (compliance) College records (compliance)

Self-study (quality)

Faculty/Staff Handbooks (quality)

ICCB Rule 1501.303(f)

Procedure:

The office of the Executive Vice President/VP for Instruction/ITS is the official site for documents relating to full-time and part-time faculty minimum competency levels.

Black Hawk College requests that applicants submit a copy of the highest degree earned for inclusion in their application packets, and if hired, it is placed in their official personnel files. A random sample of 32 full-time and part-time faculty members' and instructional administrators' personnel files were audited to determine if appropriate credentials were on file in the Human Resources office.

FINDINGS:

The minimum competency documents are reviewed annually and disseminated to instructional administrators and department chairs. Documents are posted electronically on the BHC "myBlackHawk" web portal and are also included in the BHC Faculty Handbook.

Minimum competency information is used by the BHC Human Resources department in the advertising of open teaching positions, screening of applicants, interviewing of candidates, and is used by the deans and the Executive Vice President in reviewing credentials of those recommended for hire. The development of the Faculty Minimum Competency document was guided by the ICCB policy on "Instruction and Teaching" which calls for: "generally accepted standards and practices for teaching, supervision, and administration in the discipline and subject fields to which the faculty will be assigned." This document also provides information regarding the process to be followed to change or update competencies as the faculty member completes additional education. The office also maintains a list which annually documents faculty requests for changes in competency and indicates if the request was approved or denied.

The Executive Vice President/VP for Instruction/ITS and the BHC Deans of Instruction developed the adjunct faculty competency document which serves as a guide to department chairs and deans in the hiring of part-time faculty. This guide outlines the requirements for the academic disciplines as defined by (a) master's or doctorate degree qualified, (b) professionally qualified for career program instruction. This document has been disseminated to all instructional deans and to all BHC department chairs.

The office of the Executive Vice President/VP for Instruction/ITS is also the official site for the BHC full-time faculty seniority, rank, tenure, competency list. This information includes numerical seniority rankings of faculty, name, teaching rank (instructor to full professor), initial competency, tenure date, years of service, and then additional competencies as they were added.

Faculty and staff personnel files are located in the Human Resources (HR) office which maintains official personnel files. All documentation regarding employment, benefits, teaching assignments, application materials and credentials, is maintained in secure HR personnel files. The formal employment letter sent to new faculty and administrative hires informs them that they are required to submit their transcripts within three weeks of initial employment. The Executive Vice President/VP of Instruction/ITS has communicated to faculty through the Quad Cities and East Campus Faculty Senates and through the instructional deans and department chairs that it is essential that faculty provide official copies of their transcripts. From the 32 randomly selected sample of faculty personnel files, one faculty member did not have a copy of degree credentials on file. Two faculty members did not have a copy of their doctoral degree credentials on file.

The BHC Teaching/Learning Center (TLC) is managed by a competent professional with a long history in the teaching/learning field. This department is administered by the Dean of Instruction and Support Services who reports directly to the Executive Vice President/VP for Instruction and ITS. The TLC provides up-to-date educational and training seminars and workshops and is a part of the Quad Cities professional development network. The TLC works closely with faculty mentors, with administrators and with faculty in the identification of appropriate topics for educational opportunities.

The TLC supports student learning through programs, services and resources that address the professional development and instructional support needs for the full- and part-time faculty at BHC. The TLC focuses on instructional strategies to support development of dynamic educational programs, assists faculty in the integration of innovation and technology within their teaching, facilitates collaboration with external partners, and encourages reflective dialogue among faculty about their own teaching experiences and insights. A publication is developed for the fall and for the spring semesters which lists all training opportunities for BHC employees. The publication is distributed internally through hard copy and is also located on the BHC portal, myBlackHawk.

The TLC publication is readily available throughout the college through printed copy distribution and through intranet posting on the portal, "myBlackHawk." Faculty members serve on the Quad Cities and East Campus Faculty Senates' Faculty Development Committee who provide feedback regarding faculty needs and satisfaction of experiences with the TLC.

The Faculty Mentor program is a successful endeavor in which new faculty hires are assigned a full-time, tenured faculty mentor for the duration of the new employee's first year. The mentor provides guidance, information, and support in whatever facet required. This program has been extremely popular and according to surveys, is very helpful to the acculturation of new faculty members.

The BHC Mentor Program faculty coordinator maintains a file of annual evaluations that are completed by the new faculty who participated in the mentor program. The evaluations completed by new faculty indicate that the Mentor Program is extremely valuable to the faculty becoming familiar or acculturated with the processes and systems at BHC.

The coordinator conducts an annual evaluation in which new faculty answer three items:

- a) What occurred that made this mentor program valuable to you?
- b) What improvements would you recommend?
- c) Please describe the effectiveness of this mentor program.

Actions:

For the above mentioned missing personnel file requirements, found as part of the audit of the randomly selected 32 faculty, their credentials are being sought. The Executive Vice President/VP for Instruction and ITS will also meet with the Faculty Senates and will work with the Presidents of the Faculty Senates to notify faculty that they need to check their personnel files and are responsible for submission of the appropriate documents.

STANDARD 2 - STUDENT SERVICES/ACADEMIC SUPPORT

2a. Student Services/Academic Support.

Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the College in a manner convenient to students as defined below.

- A) Advising and Counseling. The College shall have a comprehensive and organized program of academic advising and career counseling.
- B) Financial Aid. The College shall provide a financial aid program, which provides students with information about and access to available financial support.
- C) Placement. The College shall provide job placement services for students.

Indicators of Compliance

- a) College has a comprehensive and organized program of academic advising and career counseling.
- b) College provides a financial aid program which provides students with information about and access to available financial support.
- c) College provides job placement services for students.

Indicators of Quality

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

Items to be Evaluated

College catalog/other publications (compliance)

Local board policy manual (compliance)

Student handbook (compliance)

College program review reports (compliance)

College website (compliance)

ICCB Rule 1501.403

A) Advising & Counseling

Procedure:

Advising and Career Counseling staff reviewed the following documentation:

Black Hawk College Strategic Plan

College Catalog

Board Policy Manual

Student Handbook

College website

Advising wiki

Advising Center Syllabus

AA/AS Degree Planning worksheet

Online advisor training course- WebCT

NACADA Core Values

CAS Standards for Academic Advising

FINDINGS:

Upon review of documentation and resources that address advising and career counseling services to students, it was apparent that there is alignment with College policies and procedures. Advising and Career Counseling personnel provide tools to assist students in making informed educational, career and life decisions.

Services are available by appointment or a walk-in basis Monday and Tuesday, 7:30 am - 6:00 pm and Wednesday through Friday, 7:40 am - 5:00 pm. Students may email advisors and receive a response within 2 business days. An Advisor Hotline was also created so that students may speak directly to an Advisor during advertised hours Monday through Friday. An Advisor is physically available to answer questions during our office hours at our "Quick Advising Desk." In addition, an interactive computer area was designed to create an intentional student engagement space. Staff members teach students how to navigate online enrollment, registration and classroom facets of college life.

Referrals are made to appropriate staff when necessary according to procedures outlined in the student handbook. Increased collaboration between Advising and Career Services staff has been the focus recently in an effort to provide more comprehensive career assessment for our students.

Advisor training is conducted according to the outline available on the advising wiki and content is contained in the online, interactive course that was created utilizing WebCT. Learning objectives and competencies are identified and followed in alignment with Council for Advancement of Standards (CAS) Standards, National ACademic ADvising Association (NACADA) Core Values and the Black Hawk College Strategic Plan.

Advisor and Student objectives are outlined within the Advising Syllabus and CAS Standards were used as a guide when creating the syllabus. CAS Standards are followed and a new space for advising is being created which will allow for increased confidentiality for students.

Actions: No action is required.

B) Financial Aid

Procedure:

The Financial Aid staff reviewed information used to inform students about financial aid opportunities and related applications processes. During the review of compliance standards, indicators of quality were also examined.

FINDINGS:

The Financial Aid Office (FAO) reviews and updates processes every year as the United States Department of Education changes regulations. Recent processing changes include the conversion of FFEL to Direct Loans for all student loans at Black Hawk College. Other significant changes include Summer Pell for FY2010 and FY2011; Satisfactory Academic Progress revisions; Return of Title IV; and verification requirements. The FAO has annual audits to remain in compliance. Financial Aid Consumer Information brochures are updated annually. The Black Hawk College website has financial aid pages which clearly describe the application processes with links to the FAFSA and Direct Loan sites. Students can access their personal financial aid data online using myBlackHawk.

The FAO office hours are convenient and the office is easily accessible for students. The FAO recently remodeled to add an interactive computer area for students to complete their online FAFSAs, loan applications, entrance counseling, and scholarship applications. Staff are available to assist in the computer area as needed.

The FAO is proactive in sending emails, myBlackHawk announcements, postcards or mailings for upcoming events or deadlines. The FAO established Finish Financial Aid Day in early July to push students to apply early enough to meet funding deadlines and to ensure their files are complete for tuition payment day. The FAO also reduced the number of "required" forms to speed up the file completion time.

The FAO is responsible for high school financial aid nights and FAFSA completion workshops throughout the Black Hawk College district. We participate in College Goal Sunday for online FAFSA completion. Many high school nights are coordinated with ISAC Corps members.

The Noel Levitz Student Satisfaction Surveys show the importance of financial aid to students. For FY2013, the FAO is emailing award letters to speed the notification process. Other letters have been converted to email to save postage, as well as reduce the time for notification to students.

Funding is a concern for students attending Black Hawk College. Federal Pell Grant funding has increased, but Pell Grants are on the chopping block for Congressional budget debates. Black Hawk College no longer does the 25% match with the Department of Education which reduces the funding for Work Study and SEOG. Student loan volume and dollars are increasing. With the State of Illinois funding issues, the MAP grant dollars have significantly been reduced due to early cut off dates.

Action: No action required.

C) Placement

Procedure:

Career Planning and Placement reviewed the College website, office publications, student satisfaction surveys and job placement materials provided by the Career Services Center at Black Hawk College.

FINDINGS:

The College has a comprehensive and structured program of job placement. The College offers one-on-one assistance for developing resumes, cover letters and the practice of interviewing. The College has an online job placement site at www.collegecentral.com/bhc that is free to employers, students, alumni, and community members. The College also hosts an annual job fair with over 70 employers and 1,000 students and community members attending. The College cooperates with local State of Illinois Partners to respond to layoffs and offer services to the community.

Client satisfaction on surveys remains over 95%. Numbers of clients and employers continues to increase yearly. State partners – unemployment agencies, veterans' affairs agencies, and partners in job training agencies, have increased their referrals to the Career Services Center.

Actions: No action required.

STANDARD 3 - FINANCE/FACILITIES

3a. Credit Hour Claim Verification.

ICCB credit hour grants shall be based on the number of credit hours, or equivalent, of students who have been certified as being in attendance at midterm.

Indicators of Compliance

- a) Agreement between district's state grant claim (SU and SR) records and information provided on certified mid-term class lists
- b) Documented and verifiable process for determining residency

Indicators of Quality

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

Items to be Evaluated

ICCB credit hour claim printouts (SU and SR records) (compliance)

Midterm class lists (compliance)

Residency classification (compliance)

Documented Processes (compliance)

Review of most recent residency verification (due each year) (compliance)

Section 2-16 of the Act and

ICCB Rule 1501.507c1

ICCB Rule 1501.507e

ICCB Rule 1501.501

Procedure:

The Office of Institutional Planning and Effectiveness reviewed the appropriate ICCB Administrative Rules and conducted a thorough audit of BHC's level of compliance with the requirement(s). The audit included assembling the following information:

- 1. Random sample of 36 courses ICCB credit hour claim printouts (SU and SR records) for FY2011
- 2. Midterm class rosters for the above sample size
- 3. Review of midterm class roster to ensure only students certified as in attendance were claimed
- 4. Review of student records to ensure grade posting was in alignment with credit hour claim requirements
- 5. Review of student records to ensure repeatability rules were applied appropriately
- 6. Review of student residency classification
- 7. Financial and Compliance Reports

Aspects learned from the review:

a) An electronic process by which Midterm Compliance to verify whether students are actively pursuing their course has been implemented as of March 2009. The process is housed in Enrollment Services.

The process and instructions for faculty are documented and available electronically. Appropriate administrative and operational controls are in place. Security is set up via a secured login, per faculty member, which also verifies their identity and authenticates them. There is a one week before and after window of availability for access to faculty to verify midterm compliance of their students. The faculty identify an actively pursuing student with a 'V', or note the last date of attendance. The statement certifying the students' active pursuit is at the bottom of the electronic roster used. A report is run the day the access to verify compliance is turned off, with all missing verified students. The report is available via pdf file. The final grade approach is similar to the mid-date process, with the exception of the certification of a student actively pursuing the course and the letter grade is not a 'V', but the grade the student earned. When a faculty misses the window to certify, a paper roster is generated and requires the faculty's signature. There is one part-of-term that requires the paper process as it is the catch all for non-standard begin and end courses. Samples of the hard copy records and the reports submitted to the ICCB are checked by auditors annually as part of the *Financial and Compliance Report*.

- b) Residence is defined in the College catalog as the place where the student lives and which is the student's true home. The residency of the student determines tuition rates assessed. Residency is determined at the time of application for admission. Students who change their residency after applying must verify their residency. Proof of residency is verified by any of the following:
 - 1. An Illinois driver's license and/or vehicle registration
 - 2. A voter registration card
 - 3. Payment of property taxes in the Black Hawk College District #503
 - 4. Full-time employment in Black Hawk College District #503
 - 5. Other documents that are not self serving

Copies of the proof and certification of residency forms are kept on file. Students whose residency codes do not match their information are flagged by the Office of Institutional Planning and Effectiveness and corrected by the Enrollment Services staff according to the documentation presented by the student.

Note: BHC's Board of Trustees approved a new three-tier proof of residency requirement, effective Fall 2012.

c) The process used to ensure that students are not claimed for apportionment based on repeatability rules as reviewed. The process addressed all aspects of ICCB repeatability.

FINDINGS:

- a) Review of the annual Financial and Compliance Reports indicates that the College was in compliance with this standard during FY2007 through FY2011.
- b) Records of those students who have changed residency after enrolling have copies of their documentation on file at the Enrollment Services office (Quad-Cities Campus) and the Admissions Office (East Campus).
- c) A random sample of 36 midterm class rosters, verified the College processes for producing its ICCB Credit Hour Claim Grant is aligned with the ICCB requirements (SU/SR). There were a few process exceptions: one restricted roster was not signed by the instructor; a cooperative agreement roster was not verified by the instructor at that institution; one student the College was entitled to claim for reimbursement was identified as eligible, but not reimbursable; a student on a restricted roster was not appropriately dropped. These situations were noted and discussions occurred where necessary.
- d) While no deficiencies internal control over compliance were considered to be material weaknesses for external audits FY2007 through FY2010, for FY2007 through FY2009 the comment "we noted a few cases where midterm reports were not turned in by professors so an accurate count of students in attendance at midterm was not available" was stated in the respective audits. To correct this deficiency a

position in Enrollment Services was redesigned and filled in FY2009, with the main function being closing the gap of missing rosters, and maintaining a systematic approach of the management of BHC Compliance and Final Grade Rosters. For FY2010 and FY2011, no comments were noted.

<u>Actions:</u> No action required.

3b. Financial Planning.

Financial planning for current and future operations shall provide for both a sound educational program and the prudent use of public funds.

Indictors of Compliance

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

Indicators of Quality

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

Items to be Evaluated

Annual budgets (compliance)

External Audits (compliance)

Uniform Financial Statements (compliance)

Board Minutes (compliance)

Strategic Planning documents (compliance)

District financial records (compliance)

Facilities Master Plan (compliance)

Uniform Financial Reporting System data (compliance)

Long-range Financial Planning Model (compliance)

Sections 3-33.5, 33.6 of the Act (Working Cash) and

ICCB Rule 1501.502

Procedure:

The Vice President for Finance and the Accounting Services staff reviewed for the time period under consideration the following documents:

Annual budgets

External Audits

Uniform Financial Statements

Board Minutes

Strategic Planning documents
District financial records
Facilities Master Plan
Uniform Financial Reporting System data

FINDINGS:

Black Hawk College is in compliance with the standard.

During the time period under review, the Board of Trustees received two (2) three-year financial plans from the Vice President for Finance which included trend history, sources and uses of funds, information about funding sources, and information relating capital projects at the College. The financial planning process focuses not only on the College's individual performance, but also includes comparative information for the College's ICCB peer group. The reduction in state funding the College has continued to experience over the past few years has required the College to continually review budget variances and this information is communicated to the Board of Trustees monthly.

The principal in the College's Working Cash Fund has not been utilized as current revenue in this period of time. All transfers from the Working Cash Fund to the Education Fund have come from interest earnings and are authorized by the Board of Trustees through separate Board actions in June of each fiscal year. In some years, no transfer was actually made, and the unrestricted portion of the Working Cash Fund increased.

The Board of Trustees adopted an operating funds fund balance policy in FY2010 to ensure adequate reserves exist using the recommended levels from the GFOA. The College has met or exceeded the required level of 17%-25% since this policy was adopted.

In January of 2011, the College implemented Budgeting for Outcomes as prescribed by the GFOA as a means of ensuring effective alignment of financial resources with the strategic plan adopted by the Board of Trustees. This revised budgeting process has provided an opportunity for budget managers at all levels of the organization to become more knowledgeable about the College's budgeting process as well as ensure each area of the College is working towards the successful accomplishment of the strategic plan.

The Board of Trustees receives monthly reports on the financial condition of the College as part of the normal Board agenda.

Actions: No action required.

3c. Financial Compliance

Part A: Annual External Audit – The district shall complete an annual external audit.

Indicators of Compliance

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

Indicators of Quality

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

e) Timely and appropriate action to correct audit findings

Items to be Evaluated

External Audits (compliance)

Board policies (compliance)

Local financial statements (quality)

Local board minutes (quality)

Audit management letter (quality)

ILCS 805/3-22.1

ILCS 805/2-15

ICCB Rule 1501.503

Procedure:

The Vice President for Finance and the Accounting Services staff met and reviewed the standards for the annual audit as prescribed in the Act and Administrative Rules. Each audit and audit management letter for the review periods were examined. The ICCB issued documents "Data and Report Submission Dates" for the review periods were examined to determine the timelines of compliance.

FINDINGS:

Throughout this five year time period under review, the external audit has been filed with the ICCB on or about October 15 of each year and in compliance with ICCB and other governmental entities' requirements.

The College has applied for and received the GFOA CAFR award for FY2009 and FY2010 and has submitted the FY2011 CAFR to GFOA for consideration. The College remains committed to this award program and appreciate the value received from participation.

The College maintains a Finance Procedures Manual on its internal website available to all employees to help ensure accurate financial data and to provide for controls to safeguard revenues and assets. Throughout the five year time period under review, audit management letters have had no (or few) recommendations and timely and appropriate action was taken to correct any audit findings. In addition, a summary of these findings and actions taken was presented to the Board of Trustees at the October 20, 2011 meeting.

A monthly report of the Financial Operations of the College is presented to the Board of Trustees. As a Board Policy (adopted on December 19, 2002) on an annual basis, the President, as Chief Executive Officer, and the Chief Financial Officer deliver a written annual audit certification to the Board of Trustees.

The external audit firm reports to the Board of Trustees in open session to deliver the audit report, discus any findings, and answer questions.

Actions: No action required.

Part B: College Budget - The district shall adopt its annual budget by September 30.

Indicators of Compliance

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

Indicators of Quality

a) Recipient of GFOA budget award

Items to be Evaluated

Board Minutes (compliance)

Annual Budget-state format (compliance)

Annual Budget-local format (compliance)

Certification of Publication of Budget Hearing (compliance)

ILCS 805/3-20.1, 20.2

ILCS 805/2-15

ICCB Rule 1501.504

Procedure:

The Vice President for Finance and the Accounting Services staff met and reviewed the annual adopted budgets and related information for the period under review.

FINDINGS:

The Black Hawk College Board of Trustees adopted the annual budget on or before the ICCB due date of September 30 and in the prescribed format for the period under review. The budget hearing was appropriately advertised and, the budget was then reviewed and adopted by the Board of Trustees in a timely manner.

The College has applied for and received the GFOA budget award for FY2009, FY2010, FY2011, and FY2012. Additionally, the College is committed to continued annual participation in the GFOA budget award program.

Actions: No action required.

Part C: Published Financial Statements – The district shall publish an annual financial statement by November 15

Indicators of Compliance

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

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Published financial report (compliance)

Certificate of publication (compliance)

ILCS 805/3-222

ICCB Rule 1501.506

Procedure:

The Vice President for Finance and the Accounting Services staff met and reviewed the published financial report and related information for the period under review.

FINDINGS:

The College published the annual audited financial statements on or before the required due date of November 15, each year, which were completed in the prescribed format. The Certification of Publication was filed with all county clerks, ICCB, and the Regional Superintendent of Education on or before the required due date of December 1 for the period under review, each cycle.

Actions: No action required.

Part D: Tax Levy – The district shall adopt its annual tax levy and file with the appropriate county clerk(s) by the last Tuesday of December. It shall comply with all applicable statutes including publication notices.

Indicators of Compliance

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

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Tax Levy Certificate (compliance)

Certificate(s) of publication, if applicable (compliance)

ILCS 805/3-20.5

ILCS 805/3-14.2, 14.3

ILCS 866

ICCB Rule 1501.510d

Procedure:

The Vice President for Finance and the Accounting Services staff met and reviewed the annual filed tax levy and related documentation as well as the required publication certifications.

FINDINGS:

The College has adopted and filed the annual tax levy with the appropriate county clerks on or before the ICCB due date of the last Tuesday of December and has complied with all applicable statutes including required publication notices.

Actions: No action required.

Part E: Bidding and Awarding of Contracts – The district shall award all contracts for purchases of supplies, material, and work involving an expenditure in excess of \$10,000 25,000 to the lowest responsible bidder with certain exceptions as noted in state statute.

Indicators of Compliance

- a) District follows architect selection process
- b) District advertises bid specifications and requirements
- c) District officials enter into contracts that are not unfair to the taxpayers of the district

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Board Documents (Agendas & minutes) (compliance)
Architect and/or Contractor Contracts (compliance)
Quality-based architect selection documentation (compliance)

ILCS 805/3-27.1 ILCS 50/510

Procedure:

The Purchasing Department conducted an audit of its level of compliance by selecting a random sampling of three (3) bids from each of fiscal years 2007 thru 2011 (fifteen samples total). The bids were checked to ensure they were advertised per Illinois law, Board of Trustees approval was received, the awarded contract was not unfair to the taxpayers because the lowest responsible bidder was selected, and a QBS process was followed if applicable, all per Illinois law.

FINDINGS:

Throughout the time period under review, all contracts for the purchases of supplies, material, and work involving expenditure in excess of \$10,000 thru August 13, 2009, and in excess of \$25,000 after August 13, 2009, were awarded to the lowest responsible bidder with certain exceptions as allowed in state statute. In addition, all purchases of supplies, material, and work involving expenditure in excess of \$10,000 thru August 13, 2009, and in excess of \$25,000 after August 13, 2009, have received the prior approval of the Black Hawk College Board of Trustees.

The College has complied with requirements pertaining to advertising bid specifications and requirements.

The College has also complied with the Quality Based requirements pertaining to the architect selection process and the facilities condition survey and assessment services selection. The selection of the College's current architect was approved by the Board of Trustees on June 26, 2008. The selection of the College's facilities condition survey and assessment services firm was approved by the Board of Trustees on May 26, 2011. Both used the required Qualifications Based Selection Process. The College employs the architectural services of BLDD Architects of Decatur, Illinois and the facilities condition survey and assessment services of ISES Corporation of Stone Mountain, Georgia.

Actions: No action required.

3d. Facilities

Part A: Approval of Construction Projects – The expenditure of funds for the purchase, construction, remodeling, or rehabilitation of physical facilities...shall have prior ICCB approval. Changes in budget/scope to approved construction projects shall be submitted for approval.... When completed, each project shall be certified....

Indicators of Compliance

- a) College projects, including locally funded; protection, health, and safety, and state-funded projects have received local board and ICCB approval prior to construction, as required
- b) Existence of a current facilities master plan to support requested projects

Indicators of Quality

- a) Existence of a long-range capital plan including deferred maintenance needs
- b) Periodic review of adequacy of long range capital plan by college management and local board of trustees

Items to be Evaluated

ICCB capital projects records (compliance)

District construction projects files (compliance)

Board minutes (compliance)

District financial records (compliance)

Campus facilities (compliance)

Facilities Master Plan (compliance)

ICCB Rule 1501.602

ICCB Rule 1501.605

ICCB Rule 1501.609

Procedure:

The Vice President for Administration and the Facilities team reviewed the following documents:

ICCB capital project records

District construction project files

Board minutes

District financial records

Campus Facilities

Facilities Master Plan

FINDINGS:

From FY2005-FY2011 any expenditures of funds for the purchase, construction, remodeling or rehabilitation of physical facilities in excess of \$10,000 was submitted to the Black Hawk College Board of Trustees for

approval. In 2011, the Black Hawk College Board of Trustees amended Board Policy to align with the \$25,000 threshold outlined in 110 ILCS 805/3-27.1 of the Illinois Public Community College Act. If approved by the Board of Trustees, the project is forwarded to the ICCB for approval prior to construction, if necessary, as required by the Capital Projects Manual. All projects are reviewed for incorporation into the working Master Plan by the Vice-President for Administration.

Throughout the period of FY2005-FY2011, all College construction projects received prior approval of the Black Hawk College Board of Trustees and the ICCB, if necessary. In addition, the College complied with requirements of the Board of Trustees, ICCB, and the Capital Development Board to include changes in project budget and scope that exceeded the five percent threshold outlined in the Capital Projects Manual. The College also complied with certification of each project upon completion. During design and development of bid documents, the Vice-President for Administration in conjunction with the architect, review the project budget at the end of each stage of design and bid document development to ensure the approved capital application budget and current budget remain accurate. During construction, the Vice-President for Administration reviews all pay applications and tracks estimate to actual costs to ensure the project remains within budget.

In 2008, the College followed the Quality Based Selection process in selecting BLDD Architects, Bloomington, Illinois as the new architect of record. In addition to maintaining capital project records and District construction project files, the architect, in conjunction with the College, reviews the College's capital and protection health and safety plan. In this way, the architect also assists the College in formalizing deferred maintenance projects, integrating financial, technological and capital development planning and submission to the ICCB for approval. The College Master Plan was last updated in January of 2007.

Actions: No action required.

Part B: Protection, Health, or Safety Projects – (A district may levy a tax or issue bonds which)... provides for alterations or repairs determined by the local community college board to be necessary for health and safety, environmental protection, ADA accessibility, or energy conservation purposes.

Indicators of Compliance

- a) Proceeds of PH&S monies (tax levy or bonds) are expended for approved protection, health, and safety projects only
- b) Annual protection, health, and safety tax levy does not exceed the total of approved projects.

Indicators of Quality

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

Items to be Evaluated

District financial records (compliance)

District audits (compliance)

District files and records (compliance)

District protection, health, and safety levy (compliance)

Section 3-20.3.01 of the Act and

ICCB Rule 1501.608a

Procedure:

The Vice President for Administration and the Facilities team reviewed the following documents;

District financial records

District Audits

District project files

FINDINGS:

The Black Hawk College District levies taxes and issues bonds which provide funding for alterations, construction, or repairs for Protection, Health and Safety, environmental protection, ADA accessibility, or energy conservation purposes. All funding is accounted for in the Banner accounting system.

Protection, Health and Safety projects do not exceed the total of the approved projects. Project expenses are tracked in Banner, the College's accounting system. This allows the College to identify project balances that can be reclassified to the excess Protection, Health and Safety fund. The College Board of Trustees receives monthly expenditure reports on active Protection, Health and Safety projects. The report also shows the excess Protection, Health and Safety funds and Safety funds are the College did utilize excess Protection, Health and Safety funds. All PHS projects exceeded the \$25,000 threshold outlined in the Capital Projects manual and were approved by the College Board of Trustees and the ICCB prior to the start of the project.

Actions: No action required.

STANDARD 4 – ACCOUNTABILITY

4a. General Reporting Requirements.

Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements, on forms provided by the ICCB, where applicable.

Indicators of Compliance

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

Indicators of Quality

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

Items to be Evaluated

Data and Report Submission records (compliance)

Edit and frequency printouts generated by ICCB (compliance)

College Internal Data Reporting Procedures document (compliance)

Selected internal documents maintained by the Colleges, including individual student transcripts (quality)

ICCB Rule 1501.201

Procedure:

The Office of Planning and Institutional Effectiveness reviewed the standards for the General Reporting Requirements as prescribed in the Recognition Manual. The ICCB issued document "Data and Report Submission Dates" and internal processes and procedures used to ensure accurate and required reporting were reviewed for the FY2007 through FY2011 period to determine that data submissions were submitted in a timely and accurate manner and in the required format.

FINDINGS:

The department responsible for the primary data gathering and facilitation of data submission to the ICCB is the Planning and Institutional Effectiveness Office. A strong cross-departmental relationship continues between the departments who gather and record required data and the Office of Planning and Institutional Effectiveness (PIE). A systems support group meets approximately once a month to discuss processes and procedures of storing information in our Banner system and a member of the PIE Office is a permanent attendee.

During the timeframe of FY2007-2011, the College went from 67% of reports being submitted by the due date (80% of data submissions being within two days of the due date) in FY2007 to 89% being submitted by the due date in FY2011. Facilities, SU/SR, and Salary Survey were the reports consistently not meeting the due dates. Summer SU/SR and facilities records have historically been an issue due to the intensive resource demand to produce unit cost on time. Salary Survey reports transitioned to the Human Resources department in FY2009, with the PIE office assisting when necessary. All data submissions were found to be submitted in the required

ICCB format and consistent with other reports. Processes are monitored, new ICCB data requests have been implemented, and improvement strategies are identified and implemented after each reporting cycle.

Actions: No action required

Part A. Student Data Reporting

Indicators of Compliance

- a) Data Submissions/report for the following have been received on time and are completed accurately and in the required format:
 - Noncredit Course Enrollment Data (N1)
 - Annual Enrollment and Completion Data (A1)
 - Annual Student Identification (1D)
 - Enrollment surveys
 - Fall Enrollment Data (E1)
 - Summer Graduate Reporting for IPEDS GRS
 - Career and Tech Ed Graduate Follow-up (FS) Data

Indicators of Quality

No additional Indicators of Quality defined by ICCB

Items to be Evaluated

Data and Report Submission records (compliance)

Edit and frequency printouts generated by ICCB (compliance)

Selected internal documents maintained by the Colleges, including individual student transcripts (quality)

ICCB Rule 1501.201

Procedure:

The Office of Planning and Institutional Effectiveness reviewed the standards for the General Reporting Requirements as prescribed in the Recognition Manual for the N1, A1, ID, Enrollment surveys, E1, Summer Grads and FS data. The ICCB issued document "Data and Report Submission Dates" and individual report edits were reviewed for the six year period to determine that data submissions were submitted in a timely and accurate manner and in the required format.

FINDINGS:

For the reporting time period of FY2006 to FY2011 the College was on-time with student data reporting 90 percent of the time. Over the six year period four reports were overdue, three by just a day or two and one within 30 days of date due.

Internal processes and programming when compared to the MIS manual requirements align. Error reports generated from the processes are given to appropriate BHC departments and information is fixed. ICCB error reports remain low.

REQUIRED FORMAT

All reports were submitted in the required format.

Actions: No action required.

Part C. Financial Data Submissions – Data submissions/reports for the following have been received on time and are completed accurately and in the required format:

- a) Audit
- b) Audit/Unit Cost Reconciliation
- c) Audit/UFRS Reconciliation
- d) Budget
- e) Certificate of Charge back
- f) Certificate of Publication for Annual Financial Statement
- g) Certificate of Tax Levy
- h) S3 or SU/SR Course Enrollment Date
- i) Uniform Financial Reports
- j) Unit Cost
- k) UFRS
- 1) Budget Survey
- m) Tax Revenue Report

Items to be Evaluated

Five years Data and Report Submission records (compliance) Selected internal documents maintained by the Colleges (quality)

ICCB Rule 1501.201

ICCB Rule 1501.510

ILCS 805/3-20.1, 20.2 and

ICCB Rule 1501.504

ILCS 805/2-12M

Procedure:

The Vice President for Finance and the Accounting Services staff reviewed the Data Due report using http://iccbdbsrv.iccb.org/datadue/showsubs.cfm for fiscal years 2007 through 2012. During this time, all finance related submissions were received by ICCB on time in accordance with the due dates shown. Please see standard 4a for procedure and findings on SU/SR Course Enrollment Report.

FINDINGS:

Black Hawk College is in compliance with the standard.

Actions: No action required.

Part D. Facilities Data Submissions – Data submissions/report for the following have been received on time and are completed accurately and in the required format:

Facilities Data

Square Footage of Planned Construction and Owned Land (C1.1 & C1/3) Construction Project Status Report RAMP (Capital Budget Request) S6/S7 Data

Items to be Evaluated

Five years Data and Report Submission records (compliance) Selected internal documents maintained by the Colleges (quality)

ICCB Rule 1501.201 ICCB Rule 1501.510b ICCB Rule 1501.607

Procedure:

The Office of Planning and Institutional Effectiveness (PIE) and the Vice-President for Administration met and reviewed the following standards for the general reporting requirements as outlined in the Recognition Manual for Facilities:

- Facilities Data
- Square Footage of Planned Construction and Owned Land
- Construction Project Status Report
- Ramp submissions
- N6 report
- S6/S7 data

FINDINGS:

During the five year period reviewed, all Facilities data reports were submitted in the required ICCB format and generally within the required timelines. In FY2010 the Vice-President for Administration adjusted condition levels within the F6 report to better reflect the actual condition of the structures. In FY2009 the Office of Planning and Institutional Effectiveness (PIE) began submitting the N6 report which ties classroom usage to specific non-credit non-apportionment offerings. The Vice-President for Administration is responsible for reviewing and forwarding any changes to the square footage of Planned Construction (C1.1, C1.2 and C1.3) reports as well as all facilities data reports (F3, F6, B3, & R3.) Ramp submissions during this time period were reviewed. All documents were submitted within the allocated timeframe.

Actions: No action required.

Part E. Other Submissions

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

- a) Program Review Report
- b) Program Review Listing
- c) Special Initiatives Reports
- d) Underrepresented Groups Report

Items to be Evaluated

Five years Data and Report Submission records (compliance)

ICCB Rule 1501.201

Procedure:

The Office of Planning and Institutional Effectiveness (PIE) reviewed the Data Due report using http://iccbdbsrv.iccb.org/datadue/showsubs.cfm for fiscal years 2006 through 2011.

FINDINGS:

As documented on the ICCB Data and Program Submission Page all Program Reviews have been submitted on time. Some Perkins related special initiatives reports were not submitted on time each fiscal year reviewed. While the Underrepresented Groups Report was considered not on time for two of the six years in review, they were submitted within a day or two of the due date.

<u>Actions:</u> No action required.

4b. Program Review/Results (Subject to Revision)

- 1. Each college shall have a systematic, college-wide Program Review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
- 2. The minimum criteria for Program Review shall be program need, program cost, and program quality, as defined by each college.
- 3. Career and Technical Education programs shall be scheduled in the year following their inclusion in the ICCB follow-up study unless the College obtains an exception in writing from the ICCB.
- 4. Each college shall submit to the ICCB by August 1 each year a summary report of its previous year's Program Review results in a format designated by the ICCB and a copy of its current five-year schedule of Program Reviews.

Indicators of Compliance:

- The College's written process description documents a systematic, college-wide process.
- Supporting data used to conduct the review reflect a systematic approach.
- The five-year schedule submitted by the College encompasses all instructional, student services and academic programs over the five-year cycle to demonstrate a college-wide review process.
- The College will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designated by ICCB/IBHE.
- Criteria of need, quality, and cost, as defined by the College, will be used in the review of each program.

- The College's Program Review schedule matches the schedule for occupational Program Review as designated by the ICCB and will be submitted as part of the College's annual report.
- Reports use the designated format.

Indicators of Quality:

The following are measures that reflect quality aspects of Program Review/Results Report processes:

- The College provides a strong foundation of data for analysis to help determine program need, quality, and cost-effectiveness.
- The College uses trend data.
- Use of data across like program areas is consistent,
- Reports show that program costs are appropriate and there is evidence that cost data are analyzed.
- The Program Review process is a collaborative process relying primarily on faculty and using administrative resources.
- The Program Review process is tied to long-range planning.
- The College systematically incorporates analyses of key issues and factors into its Program Review process to keep attune to emerging trends.
- Recommendations appropriately address identified weaknesses, and the College has a mechanism to ensure that priority recommendations are adopted and implemented.
- In assessing occupational program quality, the College takes into consideration occupational skills standards, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development in emerging trends and teaching techniques.
- The College uses input from its business advisory committees to assess program quality and determine if modifications are needed to keep up with changes in the occupation.
- The College takes advantage of regional collaboration to deliver low need/ high cost programs.

Items to be Evaluated

Process description (compliance)

Program review reports (compliance/quality)

Individual program reviews (compliance/quality)

District's program review schedule (compliance/quality)

ICCB Rule 1501.303d (Review and Evaluation of Programs) and

ICCB "Community College Program Review Guide"

Procedure:

The College, via the Office of Planning and Institutional Effectiveness (PIE) reviewed the following documentation:

Program Review Instructions

Program Review Reports generated through the WEAVEonline College Review Schedule Curriculum Review Process

The College reviewed the Annual Program Review instructions and the five-year documentation for the period FY2007—FY2011 review schedule. The College reviewed program review reports comparing them to WEAVEonline.

FINDINGS:

The College documents its Program Review process in annual Program Review Guidelines. These Guidelines were developed by a joint task force of faculty, department chairs and deans. The Guidelines are reviewed and revised annually to meet the needs of the departments, the College and the ICCB. The College utilized the ICCB provided schedule for review of instructional (academic) programs for the past five years. Each schedule documents the certificates and degree areas of concentration. Student Services are evaluated annually through the documentation of outcomes, findings and recommendations using WEAVEonline.

The following data are prepared by the Office of Planning and Institutional Effectiveness and submitted to Department Chairs for review

Labor Market Data (statewide, district wide and appropriate Iowa counties that border the District)

Follow-up data on graduates

Credit hour trends

Instructional cost trends reflecting three-tiered (local, peer, state) multi-year trends

Student demographics/characteristics of those pursuing the degree/certificate

Among the indicators of need, cost, and quality used by the College are:

Labor market supply and demand data

Advisory committee recommendations/Transfer institutions articulation and feedback

Direct instructional cost/revenue ratios

Follow-up study results

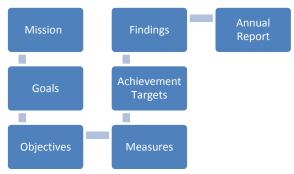
Pass rates on certification exams

The College's written process description documents a systematic, college-wide process. The Annual Program Review Instructions document a systematic approach to Program Review and the documentation of improvements consistent with the College's overall institutional effectiveness procedures. Program Review cycles of improvement are conducted with an annually evaluation of the guidelines and Review process with a revised set of guidelines documented for the next cycle. These documents present a systematic college-wide process and a five-year review schedule consistent to that required by the ICCB. All programs are reviewed using a common set of questions. The questions are broken into discussion questions (guiding questions) and required Review Questions. Each faculty team reviews a common data set specific to their curriculum to aid them in their discussions and final recommendations. The use of WEAVEonline, an assessment documentation tool assists the teams in accurately reflecting their findings and recommendations. This documentation is reviewed by the respective Dean who is responsible for the executive summary and final recommendation to the Vice President of Instruction. Using the cycle, definitions and standard questions in WEAVEonline ensure the consistency and systematic approach to all reviews.

Supporting data used to conduct the review reflect a systematic approach. 100% of program reviews conducted during this time frame have used the systematic approach and presented their findings in WEAVEonline with a subsequent executive summary written and submitted to ICCB by the College.

The five-year schedule submitted by the college encompasses all instructional, student service and academic programs over the five-year cycle to demonstrate a college-wide review process.

The College reviewed the schedule submitted to ICCB and confirmed all instructional and academic programs are on the schedule on a five year rotating basis. Although not documented on the Five-year scheduled student service departments are evaluated annually through the Colleges Annual Unit Planning process. Each student services department submits for review by the Vice President of Student Services the following:



The five-year schedule includes all instructional and academic programs demonstrating a college-wide approach.

The College uses trend data. The office of Planning and Institutional Effectiveness has standardized data across all programs being reviewed. Data is uploaded to WEAVEonline to each of the elements. Reviewing the Program Review Guidelines produced the following consistent data sets used by the faculty teams. The data prepared includes:

Viability Focus

Enrollment data, employment opportunities local, statewide and nationally, occupational outlook Human Resource Review

Course capacity data and revenue to cost ratio data

Student Outcomes, Achievement, Placement and Follow-up

Student success in course sequences, graduate follow-up survey data, National Clearinghouse data and grade report.

Curriculum/Instructional Approaches

Course lists tied to the specific program- this ensures the student enrollment and financial data are accurate and unique to the program, All college print data on the program including catalog, Fact Sheets and academic planning checklists

Reports show that program costs are appropriate and there is evidence that cost data are analyzed. Cost data are reviewed both through the presentation of the Unit Cost data and an internal revenue to cost ratio commonly known in Black Hawk College as Curriculum Review. Data include trend data over five years for credit hours generated, student headcount and the revenue to cost ratio.

The Program Review process is a collaborative process relying primarily on faculty and using administrative resources. In reviewing the Program Review Guidelines the roles and responsibilities of the primary stakeholders are identified. Administrative staff in the office of Planning and Institutional Effectiveness serves as support to faculty driven teams. The Program Review process undergoes an annual review by those involved that year to identify areas of improvement.

Recommendations appropriately address identified weaknesses, and the College has a mechanism to ensure that priority recommendations are adopted and implemented. The identified weakness and recommendations for improvement presented by the faculty team are discussed both with the Department Chair and the Academic Dean. This ensures that the weaknesses and the direction of improvement are consistent with the division's goal. The area of improvement identified in the 2011 cycle and addressed in the 2012 cycle is the monitoring of recommendations to ensure they are being implemented. Upon the completion of the review cycle each program will further document in WEAVEonline a Unit (Program) Plan consistent to that described earlier and being

used by student services. This method turns a recommendation into a formal objective with measures, achievement targets, and annual findings.

In assessing occupational program quality, the College takes into consideration occupational skills standards, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development in emerging trends and teaching techniques. As documented in the Program Review Guidelines the discussion questions prompt all faculty to consider several of these topics including articulation, faculty qualifications. A recommendation at the end of the 2012 cycle will be to have faculty developed discussion questions around the topics of occupational skills standards, work-based learning and the integration of academic and technical instruction.

The College uses input from its business advisory committees to assess program quality and determine if modifications are needed to keep up with changes in the occupation. The Program Review Guidelines specifically ask career and technical education programs to discuss improvements with their business advisory committees. This is referenced in the student and market needs and again under student outcomes, achievement, placement and follow-up. In the case of discipline specific reviews discussion questions reference discussing what changes are coming from the University system that may affect students beginning at the Community College.

Actions: No action required.