

Reaffirmation of Accreditation Recommendation

for

Black Hawk College

Moline, Illinois

of the 2013-14

Academic Quality Improvement Program

Review Panel on Reaffirmation

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

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Criterion Three: *Teaching and Learning: Quality, Resources, and Support.* The institution provides high quality education, wherever and however its offerings are delivered.

Criterion Four: *Teaching and Learning: Evaluation and Improvement.* The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion Five: *Resources, Planning, and Institutional Effectiveness.* The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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I. Context And Nature Of Review

A. Review Purpose, Process, and Materials

AQIP Reaffirmation of Accreditation reviews are scheduled seven years in advance, when an institution first joins the Academic Quality Improvement Program (AQIP) or when an institution already participating in AQIP is reaffirmed via the AQIP Reaffirmation of Accreditation process.

In conducting these reviews, the AQIP Reaffirmation of review panel examines the following materials for each institution:

- Current Commission History file of institutional actions
- Current Commission Statement of Affiliation Status
- Current official Commission Organizational Profile
- AQIP Review Panel Report(s) on Institutional Status Change Requests
- Focused visit report(s) and action letter(s)
- Institutional websites
- Key correspondence between the institution and the Commission
- Last Comprehensive PEAQ Evaluation team report, institutional response, and Commission action letter
- Summary of Action Projects attempted
- Summary Update of institutional activity and dynamics since the last Quality Checkup, provided by the institution on September 1 of the review year
- Systems Appraisal Feedback Report
- Systems Portfolio, including update provided by the institution on September 1 of the review year
- Quality Checkup report
- Any evidence supporting compliance with the Criteria for Accreditation
- Any other major reports or documents that are part of the institution's permanent Commission files

Two lead panelists from the AQIP Reaffirmation of Accreditation draft a recommendation that is reviewed and approved by the entire panel before it is forwarded to the Institutional Actions Council.

B. Organizational Context

The College began as Moline Community College in 1946. In 1961 the name was changed to Black Hawk College (BHC). Four years later it became part of the Illinois State System of

Community College Education. The institution was first accredited by the Commission as a single entity on October 10, 1986. The BHC System includes two formerly separately accredited campuses: Black Hawk College-East Campus, first accredited in 1975, and Black Hawk College-Quad-Cities Campus, first accredited in 1951.

The institution was admitted to AQIP on June 25, 2009. It participated in a Strategy Forum in February 2010. Since admission to AQIP the institution has officially declared and attempted 5 individual Action Projects, of those, 3 are currently active. The college has provided AQIP with Annual Updates of ongoing projects and received Annual Update Feedback Reports on these.

The institution provided its Systems Portfolio for review on November 1, 2012, and received a Systems Appraisal Feedback Report on March 15, 2013.

AQIP conducted a Quality Checkup visit to the institution on October 22-24, 2013, and provided a report of the findings of the visiting team.

C. Organizational Scope and Structure (including extended physical or distance education operations)

Black Hawk College is a public community college located in Moline Illinois enrolling 2631 full-time and 3729 part-time students in 49 academic programs, primarily AA/AS career entry and transfer programs. The college operates two campuses (Quad-Cities and East) and a number of attendance sites. The institution has been approved under Commission policy to offer up to 5% of its total degree programs through distance education.

D. Notification of Quality Checkup Visit and Solicitation of Third-Party Comment

A Quality Checkup site visit to the institution was conducted on October 22-24, 2013. In compliance with Commission requirements, the institution notified its constituencies and the public of this visit and solicited third-party comment to be sent directly to the Commission. The Commission shared all comments received with the institution and the team, and the team discussed both the comments with the institution and reviewed evidence of the institution's compliance with the Commission's notification and third-party comment requirements.

E. Compliance With Federal Requirements

The Quality Checkup team that conducted a site visit to the institution on October 22-24, 2013 examined evidence provided by the institution of its compliance with the Commission's federal compliance program and concluded that the institution met all requirements.

F. Evidence of the Organization's Responsiveness to Previous Commission Concerns Regarding Fulfillment of the Criteria for Accreditation

The College has submitted required progress reports, all of which have been accepted by HLC. There have been no Commission concerns regarding fulfillment of the Criteria for Accreditation.

II. Fulfillment of the Criteria for Accreditation

CRITERION ONE: MISSION. The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Black Hawk's institutional mission and values are defined and approved by the Board of Trustees and President with input gathered from environmental scans and internal and external stakeholder focus groups, thus ensuring the mission and values are suited to the nature and culture of the institution.
- Mission and values reviews are held regularly by senior leaders during the strategic planning and budgeting processes and reaffirmed by the strategic planning committees so that academic programs, services, and the enrollment profile are consistent with the stated mission and values.
- To ensure budget and planning priorities align with the mission and vision, Black Hawk College leaders conduct a series of listening sessions, include student representation on the board, provide institutional board updates, and regularly survey stakeholders.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: XX Core Component is met
 __ Core Component is met with concerns
 __ Core Component is not met

Evidence:

- The institution clearly articulates its mission, values, purpose, vision, goals, plans, and institutional priorities in public documents and publications and on the college website.
- The mission documents explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, creative works, clinical service, public service, and economic development; the documents are reviewed regularly.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: XX Core Component is met
 __ Core Component is met with concerns
 __ Core Component is not met

Evidence:

- Senior cabinet leaders emphasize multicultural values to new employees and Board of Trustee meetings begin with a core values reflection. Additionally, Black Hawk addresses its role in a multicultural society through a core values campaign.
- Black Hawk addresses its diversity role in multiple collaborative discussions among internal and external stakeholders and through a five-year review process to ensure academic programming is responsive to learning goals, students' career needs, and the employment market.
- The college describes processes for assessing course transferability, ESL and adult education programs, disability services, and performance of underrepresented groups to monitor fulfillment of the college's institutional diversity goal.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- General education is designed to prepare students to think critically, communicate effectively, and demonstrate multicultural and aesthetic understanding and to promote lifelong learning, develop personal values, prepare individuals to adapt to change in an interdependent world community, and attain skills in analysis, communication, quantification, and synthesis.
- Black Hawk College is a public institution that operates under the statutes of the Illinois Community College Board, for the public good. Its mission and vision are to, “provide the environment and resources for individuals to become lifelong learners,” and, “Total accessibility, quality instructional programs, student-centered services, and strategic alliances as the preferred choice for education and training underscore its educational aims over other purposes.”

Team Determination on Criterion One:

XX Criterion is met
 ___ Criterion is met with concerns
 ___ Criterion is not met

Summary Statement on Criterion One: Criterion One is met and no Commission follow-up is recommended.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination: XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- The Board of Trustees Policy 4.56, Ethics, specifically states the college will follow the Illinois General Assembly State Officials and Employees Ethics Act.
- The Faculty Senate Institutional Review Board provides oversight to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students meet all federal guidelines.
- The college Faculty Handbook outlines the procedures to be followed by faculty regarding academic honesty and integrity. In addition, all administrators and trustees file Economic Interest Statements with the appropriate County Clerk's Office.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- BHC endeavors to present itself clearly to its students and the public, with information on programs, requirements, faculty and staff, costs, and accreditation relationships.
- Black Hawk's website contains information about academics, schedules, degree requirements, advising, registration, and consumer information.
- The college's catalog details individual program requirements and provides descriptions and pre-requirements for every course. Schedules that can be downloaded include directions on how to enroll, tuition and fees, payment options, frequently asked questions, and other important information.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

- Team Determination:** XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- Support for student learning and effective teaching is established in the BHC Board Policy Manual, “The college will provide such services as are deemed necessary to enhance the probability of student success in the academic programs of the college including counseling, academic advisement, tutoring, structured study groups, Americans with Disabilities Act (ADA) accommodations, admission, registration, financial aid, and placement services.”
- The Board of Trustees is committed to high performance as evidenced by its ongoing evaluation of its meetings to review both how the Board functions as a body and how their decision-making processes are aligned with and reflect the core values, strategic plan, mission, and service to BHC's constituents.
- A comprehensive Board self-evaluation process, based on a model from the Association of Community College Trustees (ACCT), is being developed that includes review of board organization, community representation, policy direction, board Chief Executive Officer (CEO) relations, college relations, college operations, institutional performance, board behavior, advocacy, and board education.
- As stated in the Full-time Faculty Handbook, BHC administrators and faculty are committed to and will ensure early, careful, and meaningful faculty shared governance participation in decision making and policy implementation.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

- Team Determination:** XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- Faculty members and professional/technical employees with instructional responsibilities have both the freedom and obligation to investigate adequately and to teach, based upon professional judgment and available information.
- Faculty and professional/technical employees have autonomy and responsibility to determine course content, teaching methods, and textbooks, subject to applicable college policies and procedures.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: XX Core Component is met
 __ Core Component is met with concerns
 __ Core Component is not met

Evidence:

- Students bear ultimate responsibility for academic honesty, but instructors remind students of college policies and penalties for cheating and determine what constitutes cheating or plagiarism in their classes.
- Information on plagiarism and copyright infringement is published in the Student Handbook and often in course syllabi.
- The college monitors computer network activity and uses network traffic shaping to stop illegal file sharing and copyright violations.

Team Determination on Criterion Two:

XX Criterion is met
 __ Criterion is met with concerns
 __ Criterion is not met

Summary Statement on Criterion Two: Criterion Two is met and no Commission follow-up is recommended.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

- Team Determination:** XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- Black Hawk has articulation agreements with several four-year, degree-granting institutions and ensures curriculum is current and that graduates from the transfer programs will begin the next phase of their academic journey as juniors, having met all of the receiving institutions' initial requirements.
- The college clearly differentiates between its transfer and career-related programs. Stated learning goals for each program indicate the intent of the respective program and the connection to its curriculum.
- The learning outcomes for each course are the same regardless of the delivery format. Students choosing a flexible learning environment receive the same education and degree as those who participate in face-to-face classes.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

- Team Determination:** XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- The mission of the College is to develop lifelong learners and is partially addressed through required general education courses which engage students in collecting,

analyzing, and communicating information while preparing them to think critically and interact with the environment of their chosen career.

- Faculty were actively involved in the recent core curriculum redesign; their goal was to create a program to challenge students to develop personal values consistent with the institutional mission and to develop skills and abilities necessary to connect with today's ever-changing world.
- General learning and programmatic outcomes, which are aligned with the institutional mission, are found in the student handbook, catalog and syllabi.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination: XX Core Component is met
 __ Core Component is met with concerns
 __ Core Component is not met

Evidence:

- Black Hawk faculty possess, at minimum, qualifications set forth by the Illinois Community College Board. In some instances, depending on departmental need, institutional requirements may be greater than State Board requirements. Minimum competencies are reviewed annually and disseminated to academic administrators and faculty.
- New instructors are evaluated annually per college guidelines. Faculty candidates for promotion undergo a comprehensive evaluation process as detailed by the agreement between the Board and the Teachers Union.
- As set forth in the Faculty Handbook, faculty maintain a minimum of 5 scheduled office hours per week.

- The College places an emphasis on the training and development of its staff through an onboarding process and through customized trainings to meet the needs of each group.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination: XX Core Component is met
 __ Core Component is met with concerns
 __ Core Component is not met

Evidence:

- A centralized advising center enables professional advisors to meet with students to assist them in selecting programs of study compatible with their interest and skills and in choosing individual courses.
- An early alert system permits faculty to identify students who may be struggling and triggers appropriate intervention strategies that may help students succeed.
- The laboratories and technology infrastructure at the college are appropriate for the level of instruction. Libraries on each campus, as well as access to electronic databases, provide the resources necessary to meet the teaching and learning needs of faculty and students.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination: XX Core Component is met
 __ Core Component is met with concerns
 __ Core Component is not met

Evidence:

- Co-curricular programs consistent with BHC mission, values, and location, provide a variety of activities and athletic opportunities. Recreational/fitness facilities and campus housing, coupled with infrastructure, provide students with ample opportunity to become actively engaged in the Black Hawk and surrounding communities.

Team Determination on Criterion Three:

XX Criterion is met
 __ Criterion is met with concerns
 __ Criterion is not met

Summary Statement on Criterion Three:

Criterion Three is met and no Commission follow-up is recommended.

CRITERION FOUR: Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning

resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Team Determination: XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- Robust program reviews are accomplished every five years and include data from faculty, staff, employers, transfer institutions, and advisory committees to ensure courses remain transferable and graduates possess skills and abilities necessary to succeed. Additionally, the review process itself, is reviewed annually by department chairs and deans.
- Transfer courses must be accepted by at least three four-year institutions and subsequently approved by the ICCB. This ensures that all transfer courses are rigorous and meet statewide requirements.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination: ___ Core Component is met

XX Core Component is met with concerns

___ Core Component is not met

Evidence:

- The General Education and Career Education Review Teams assist the Student Learning Committee in assessment efforts. The teams are active in the assessment process and have made several recommendations for improvement.
- The college continues to develop assessment processes. A 2010 Action Project resulted in a ‘master syllabus’ with clearly stated learning goals for courses, permitting broader assessment at the course level.
- The Systems Appraisal and Quality Checkup Teams agree that the college has strengths in this area but recognize a need for greater emphasis on developing program level outcomes.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- The College tracks graduation and transfer rates as well as employment rates of students in career related programs. The benchmarking project permits Black Hawk to compare its progress in these areas with similar institutions on an annual basis.
- Black Hawk collects data utilizing the Noel-Levitz SSI and the Survey of Entering Student Engagement to supplement retention and persistence data collected at the course and program levels. These data are analyzed and used to inform development of goals and objectives related to learning outcomes.

Team Determination on Criterion Four:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion Four:

Criterion Four is met and follow-up is recommended for Core component 4B. The panel recommends that a monitoring report on program level learning outcomes be due no later than August 1, 2014.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Black Hawk has sufficient resources at its disposal to carry out its mission and meet the needs of its internal and external stakeholders. The Budgeting for Outcomes process currently in use is a collaborative process that helps to connect the budget to strategic planning.
- The faculty and staff of Black Hawk College are appropriately credentialed. A

training and development process facilitates continuing education, enabling employees to remain current in their respective fields.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- Black Hawk operates under a shared governance model that utilizes committee structures to involve faculty in decision making. Additionally, input from stakeholder groups is often solicited.
- Seven locally elected Board of Trustee members serve staggered six-year terms; a student trustee serves a one-year term. While ultimately responsible for institutional decision-making, this board delegates day-to-day decision-making authority to the president and his cabinet.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology,

demographic shifts, and globalization.

Team Determination: XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- The Budgeting for Outcomes process helps Black Hawk connect strategic planning and budgeting processes with its mission, goals and objectives.
- Assessment data and program plans are tracked through the use of WEAVEonline, a tool which organizes and aligns department and unit plans with the college's strategic plan.
- The president's cabinet uses a dashboard to monitor performance on strategic plan goals and objectives.
- The use of tools such as the dashboard and WEAVEonline permit the administration to make decisions based on the most current and accurate data available, enabling the College to be responsive to trends that may impact future decision making.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: XX Core Component is met
 ___ Core Component is met with concerns
 ___ Core Component is not met

Evidence:

- Strategic initiatives and learning outcomes are tracked with WEAVEonline and its dashboard component which stores trend data used in the planning processes. The Planning and Institutional Effectiveness staff use these data sets, and internally generated data, to provide regular and ad-hoc reports to senior administrators and other decision-makers.
- Annual audits provide the board of trustees and administrators with financial data for strategic planning and decision making.

Team Determination on Criterion Five:

XX Criterion is met
 ___ Criterion is met with concerns
 ___ Criterion is not met

Summary Statement on Criterion Five:

Criterion Five is met and no Commission follow-up is recommended.

Summary of panel recommendations regarding fulfillment of the Criteria for Accreditation**A. Affiliation Status****1. Recommendation:**

The Systems Appraisal Feedback Report, Quality Checkup Report, and Quality Highlights indicate that the institution provided evidence that it complies with each of the Five Criteria for Accreditation and their Core Components. The Reaffirmation Panel agrees that the Criteria for Accreditation are all met.

2. Rationale:

The Panel's rationale for this conclusion is spelled out above for each of the five Criteria for Accreditation.

Criterion-related Monitoring Required (report, focused visit):

Monitoring: NONE

Rationale: N/A

B. Commission Sanction or Adverse Action

None recommended

III. Participation in the Academic Quality Improvement Program (AQIP)**A. Comments and counsel on specific improvement projects**

According to the AQIP directory, Black Hawk has started five Action Projects and to date has completed two of them. The completed projects, Advance Culture, Purpose and Process of Student Learning Outcomes Assessment and Student Early Alert System – Workflow Enhancement, focus on Category 1, Helping Students Learn. These early projects, narrow in focus, have helped the college in the development of its data-driven culture, and serve as a foundation to aid in its maturation. Two current projects, Academic Analytic Tools & Environment to Support Decision Making & Student Success (Category 7, Measuring Effectiveness), and Engagement of Internal Stakeholders in Sharing, Commenting and Collaborating On Ideas, (Category 8, Continuous Improvement) reflect the college's

maturing quality culture with Projects more broad in focus which help the institution to develop indicators of high performance organizations.

As student learning is the backbone of the college experience, it is important for Black Hawk to clearly document its understanding of student learning and the culture of outcomes assessment. The college is commended for its response to the Quality Checkup Team's recommendation to focus on general education outcomes assessment and closing the loop between assessment and improvement through the Project, HLC – Response Team Planning Intensive. The college is encouraged, however, to diligently and collaboratively work on Academic Analytic Tools & Environment to Support Decision Making & Student Success, so that data may be converted into meaningful information and support critical decision making at all levels, and to continue to refine program outcomes and assessment of student learning in fulfillment of Core Component 4B.

The impact of early Action Projects is not detailed in the Systems Portfolio, and as a first cycle AQIP participant, the impact of Action Projects may just begin to be observable. It will be important for Black Hawk to publicly celebrate the accomplishments of each Action Project, and to highlight changes to specific departments, systems, and processes, and thus foster pride and momentum for quality initiatives.

B. Comments and counsel on key institutional processes and systems

Black Hawk is commended for completing its first AQIP cycle and the accomplishments of the early stages of its quality journey. It is clear that the college is committed to supporting the success of its stakeholders. It exhibits evidence of its commitment to high performance, AQIP principles, and continuous quality improvement. The institution is approaching quality efforts systematically and deliberately, fostering a culture that bases decision making on analyzing data, setting goals, and measuring progress.

Black Hawk has made significant progress in several areas including the recent core curriculum redesign and alignment of general and programmatic outcomes with mission and vision. Another strength is the use of WEAVEonline and the ability to organize and align department and unit plans with the college's strategic plan.

Black Hawk is poised to continue work aligning its processes, results and improvements. The institution is collecting certain data that will allow for benchmarking and comparison with peer institutions. The institution is encouraged to establish its own performance targets and to establish systems and processes to convert the data to useable information. Doing so will assist in guiding decision making and prioritizing the use of resources.

While Black Hawk is actively pursuing an Action Project related to assessment of student learning, it is once again encouraged to consider the importance of successfully completing this Project and implementing a more robust system of assessing general education and program level outcomes as well as co-curricular objectives of the college. The institution's intent to participate in the HLC Assessment Academy as noted in the Quality Response

letter, is commendable. Such participation will give the institution an opportunity to engage in activities directly related to the issue at hand.

The college is further encouraged to address institutional planning processes as recommended by the Systems Portfolio Appraisal team, and to make AQIP Category Six: Supporting Institutional Operations, a priority in the near future.

C. Comments and counsel on the institution's culture of quality and its quality program or infrastructure.

Black Hawk's experience with the Baldrige criteria as early as 1998 indicates a commitment to quality improvement and has established a foundation upon which to build an institutional culture of assessment. As noted, there is a need to systematize its processes for data gathering and analysis and ensure that they are connected to decision making. A real culture of assessment permeates an institution and is not limited to academic goals but extends to all support service units of the institution such as student affairs, facilities, and other administrative units.

As noted above, responding to the HLC comments and concerns is a positive step. However, it is important for Black Hawk to be more self-directed in its approach to quality improvement. AQIP goals and Action Projects are more meaningful when they are generated from an internal need rather than an external one.

Summary of panel comments and counsel about the organization's commitment to continuous quality improvement and its participation in AQIP

The Reaffirmation Panel notes that Black Hawk College is in its first cycle under the AQIP Pathway and it has made significant progress on its quality journey. It is important that the institution understand that the feedback provided throughout the AQIP cycle is intended to aid the institution in meeting its goals and objectives. Seeking external feedback through benchmarking and gaining a better understanding of the institution's strengths and opportunities will be critical to continued success.

The Reaffirmation Panel acknowledges and commends Black Hawk College for voluntary participation in the Academic Quality Improvement Program of the Higher Learning Commission in its pursuit of continuous quality improvement.