



Federal Compliance Report

Higher Learning Commission
A Commission of the North Central Association

October 2013



HLC Federal Compliance Report

Black Hawk College (BHC) adheres to all federal compliance and state regulations as well as the Black Hawk College Administrative Guidelines and Board of Trustees policies. In addition, the college follows federal regulations, compliance and required disclosures of the Higher Education Opportunity Act of 2008 and the more recent Department of Education Program Integrity Rules.

Disclaimers

All page number references associated with documents linked to this report refer to the page number as given in the Table of Contents or when printed. In some cases, these page numbers will not correspond to the physical page number as shown by Adobe Reader.

Links to items on the Black Hawk College website may perform differently depending on the compliance between the version and level of the reader's Internet Browser and the update level of Adobe Reader.

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Commission Policy FDCR.A.10.020

Assignment of Credits, Program Length, and Tuition

Black Hawk College is accredited by the Illinois Community College Board and assigns all of its credit hours according to the following rules, found at [Administrative Rules of the Illinois Community College Board](#) (page 40).

Section 1501.309 Course Classification and Applicability

- a) Course Classification. Information on courses for which credit is to be awarded shall be submitted to ICCB on forms provided by ICCB in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.
- b) Course Credit Hour Determination.
 - 1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.
 - 2) Courses with students participating in lecture/discussion-oriented instruction will be assigned one semester credit hour or equivalent for each 15-classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.
 - 3) Courses in which students participate in laboratory/clinical-laboratory-oriented instruction will be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.
 - 4) Students who participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.

In addition, the ICCB has established standard requirements for associate's degrees. As stated at [Administrative Rules of the Illinois Community College Board](#) (page 18), an Associate Degree is an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

The [Black Hawk College Catalog 2013-2014](#) (page 35) states, each student who is awarded an Associate in Arts or Associate in Science degree by the college shall have completed:

1. Sixty-four (64) credit hours with a "C" (2.0) grade point average or above for all work completed at Black Hawk College.
2. Forty (40) to forty-three (43) credit hours of general education.

The [Black Hawk College Catalog 2013-2014](#) (page 38) states, each student who is awarded an Associate in Fine Arts degree by the college shall have completed:

1. A total of sixty-five (65) credit hours with a "C" (2.0) grade point average or above for all work completed at Black Hawk College.
2. Thirty-seven (37) credit hours of general.

For degrees requiring more than 60 credit hours, the additional hours were determined with advisory committees, third party accreditation requirements, and faculty input.

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Tuition-Credit hour costs are applied consistently across the institution, depending on students' residency status, and are reviewed annually and approved by the Board of Trustees. In 2012, the Board of Trustees approved a consolidation of the college's tuition and fees into one all-inclusive tuition rate and a \$15 per credit hour waiver administration fee to all students receiving a waiver of tuition in FY14 [Black Hawk College Board Report February 25, 2013](#).

Additionally, rationale for instructional course fees are developed annually by the respective academic department and presented for approval to the Board of Trustees [Black Hawk College Board Report, December 20, 2012](#). A list of course fees is published in the [Black Hawk College Schedule of College Credit Classes Fall 2013](#) (page 66) and available online at [Tuition | Black Hawk College](#)

See [Appendix A](#) for details on the assignment of credit hours.

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Commission Policy FDCR.A.10.030 Institutional Records of Student Complaints

The Student Code of Conduct is communicated in the [Black Hawk College Student Handbook 2013](#) (pages 18 through 25).

The district wide Complaint Management Process and Policy is stated below and can be found in the [Black Hawk College Student Handbook 2013](#) (page 36).

"Black Hawk College recognizes that students may at times have a need to resolve a particular issue regarding a college policy, procedure, or other matter. In order to help students resolve such issues in a prompt, fair, and consistent manner, a record of student complaints will be maintained and the outcomes of disposition will be logged.

To file a complaint, students may contact the Dean of Student Services at the Quad-Cities Campus or the Assistant Dean at the East Campus.

Complaint

In order to comply with federal regulations and the North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCACIHE), the college will maintain records of the formal, written student complaints filed with the offices of the President or Dean of Students (or an appointed representative) or the Assistant Dean for the East Campus. The records will include information about the disposition of the complaints, including those referred to external agencies for final resolution. These records will be maintained in the Office of the Vice President for Instruction."

NOTE: See [BHC Complaint Log](#)

HARASSMENT: Student harassment complaint records are maintained and filed with the AA/EEO Officer. Any complaints involving gender or sexual harassment of a student is referred to the Title IX Coordinator by the AA/EEO Officer for investigation under this policy. The Black Hawk College Non-Harassment Policy is located in the [Black Hawk College Student Handbook 2013](#) (pages 27 through 34) and online at the BHC website [Black Hawk College Harassment Policy](#).

Records of all complaints are maintained by the AA/EEO. The AA/EEO tracks the report and confirmed incident rate for statistical purposes. Annually, a report will be given to the college President summarizing the data.

The information collected in the [BHC Complaint Log](#), using the process described above, is the basis for the analyses available at [Complaint Management Summary - FY2013](#) and [Complaint Management Summary - Cumulative 2003-2012](#).

RISK MANAGEMENT: In addition to student complaints, code of conduct, student harassment and Title IX complaints, the college has a risk management complaint and issues management process. Prior to October 1, 2012, the college utilized a decentralized risk management approach, which involved a variety of departments in a variety of tasks. This decentralized approach led to a lack of understanding about the risk management efforts employed by the college and was a barrier to effective and efficient operations and communication of efforts. As a result, college Administration determined the need to pursue a risk management strategy that would allow the college to manage strategic, operational, financial, and hazard risks. Additionally, this strategy would provide for institutional visibility to these efforts and centralized management of efforts and communication of results.

As with employee and visitor complaints, the Risk Management Department tracks risk management complaints and issues by students when they are determined to be within the department's jurisdiction.

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The process is as follows:

1. A complaint/issue is directed to Risk Management.
2. A complaint/issue is acknowledged by Risk Management by email, in-person visit, telephone, or online inquiry.
3. A complaint/issue is logged into the [Risk Management Complaint and Issue Log](#).
4. A paper and/or online file is established along with all pertinent information that is recorded and listed for follow-up and informational purposes along with being input into the Log.
5. Complaints and issues are investigated and addressed with a follow-up and resolution information provided to the “Inquirer” and logged with a completion date.
6. Once any compliancy items (ADA, etc.) and/or unique items (i.e. student fraud) are resolved, they are marked as “Closed”; however, the item is kept on file according to the college’s Record Retention Guidelines.

Additionally the college collects and tracks [student accident information](#) and reports trends to the Safety Committee. Examples of trends reported and action taken due to the Safety Committee review include:

<ul style="list-style-type: none"> • An increase in the number of accidents occurring in a lab was reported 	<p>The office of Risk Management reviewed the academic program classroom procedures ensuring safety compliance was addressed and that they included educating students on proper usage of lab materials. There have been zero accidents since.</p>
<ul style="list-style-type: none"> • The development of a comprehensive program for the athletic department to reduce accidents 	<p>Procedures were reviewed by the Safety Committee and Athletic department and amended to include:</p> <ul style="list-style-type: none"> ▪ updates to the Student Athlete Handbook, specifically Coaching Procedures, Insurance, NJCAA Sportsmanship and Student-Athlete Social Media Procedure, and the Student-Athlete Release of Records and Consent Form (updates are shown as red text) ▪ a new Safety 1st Program to educate coaches on the most common safety issues occurring in the Athletic area and a similar program to reiterate safety awareness to students <p>In addition, Risk Management purchased safety equipment for athletic teams and the aquatics department, based on their feedback and needs.</p>

POLICE: All student safety complaint records are filed and maintained in the BHC Police Department. Up until 2011 record management (police reports) were completed on paper forms and stored in filing cabinets with no tracking ability. The department determined that the system was not efficient and in some situations, missing valuable information and other pertinent documentation and that there was no way of calculating any statistics to identify complaint trends or habitual circumstances. An improvement to the process was the implementation of a Records Management System maintained by Competitive Edge Software. The program is Report Exec Enterprise and is specific to campus police agencies. This system has a multitude of tracking features including the ability to quantify police activities by various measures and parameters. Report Exec also produces calculated information for Clery requirements such as the daily crime log, crime statistics for the Annual Security Report, and case dispositions. The diverse system has customizable fields and drop down boxes that can be programmed by the vendor to suit the needs of the department. The software has allowed the BHC Police Department to make documentation retention improvements and streamline the reporting process by the campus police officers.

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NON-GRADE RELATED MATTERS: All Student Code of Conduct and Title IX student complaint records are maintained and filed with the Vice President for Student Services and Dean of Students, The Vice President for East Campus, and the Title IX Coordinator, respectively.

"Appeal Procedure – Non-Grade Related Academic Matters ([Black Hawk College Student Handbook 2013](#) (page 22)

The following is a description of the procedure to follow in resolving student/faculty disputes involving academic matters other than grades.

The relationship between a student and faculty member in the classroom is the most important relationship within the college structure. In an instance wherein this relationship is jeopardized, the student and the instructor are encouraged to first resolve their differences on an informal basis.

If the problem cannot be resolved on an informal basis, then either the student or the instructor may appeal in writing to the Department Chairperson. This appeal must be made within twenty (20) days of the alleged incident. The Department Chairperson must render a written decision within thirty (30) days of the incident.

If the problem remains unresolved, then either the instructor or the student may make an appeal within forty-five (45) days of the alleged incident to the appropriate Academic Dean. The Academic Dean must render a written decision within sixty (60) days of the alleged incident.

If the problem cannot be resolved at any of the previously mentioned levels, then an appeal may be made to an appeals committee within seventy-five (75) days of the alleged incident. On the Quad-Cities Campus, this committee will be chaired by the Dean of Students or designee and the appeal should be directed to him/her. The committee will consist of the Department Chairperson, the Dean or the program involved, the President of the SGA (or designee) and a faculty member assigned by the Quad-Cities Campus Faculty Senate President. For East Campus students, the committee will be chaired by the Assistant Dean for the East Campus. The committee will include the Student Senate President (or designee), the Department Chair and a faculty member assigned by the East Campus Faculty Senate President. This committee must be convened within ninety (90) days of the alleged incident.

This committee shall have the right to request written statements of each of the individuals involved, to hold a hearing, to call witnesses and to render the final decision in the matter within the internal structure of the college. The proceedings of this committee shall be private in nature. With the exception of witnesses called by the committee and persons mutually agreed to by the two parties involved in the issue, no other person shall be admitted to the proceedings. This committee will render a written decision within one hundred and five (105) days of the alleged incident.

In this policy:

- ◆ "Academic matters" would include behavior during class activity.
- ◆ "Days" refers to calendar days.
- ◆ All appeals at all levels must be made in writing.
- ◆ All decisions at all levels must be made in writing.
- ◆ Copies of all decisions will be provided to all involved parties.

If two or more students or two or more faculty members are involved in the dispute, then they should appoint a single spokesperson to represent the views of each side of the dispute."

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GRADE RELATED MATTERS: All academic related complaint are processed as indicated in the Student Resources Chart below and filed with the Vice President for Instructional Services. The handling of student grade related complaints is identified as part of the responsibilities of the department chair as outlined on page 38 of the [Black Hawk College Faculty Handbook](#). Those students with complaints are first directed to the instructor of the course, then the department chair, and then the dean up through the chain of command based on resolution status at each stage.

Student Resources Chart

While the Policy is standard district wide, the process varies in regards to whom matters are addressed. The Student Resources Chart on page 43 of the [Black Hawk College Student Handbook 2013](#) outlines the specific services and policies along with a sequential order of whom a student should contact to seek information.

For questions, concerns or resolution

The following list identifies specific services and policies along with a sequential order of whom a student should contact as they seek information.

Policies & Services	Quad-Cities Campus		East Campus	
Academic issues	1st 2nd 3rd 4th	Instructor Department Chair Academic Dean Executive Vice President	1st 2nd 3rd 4th	Instructor Department Chair Academic Dean Vice President for East Campus
Accommodations for students with disabilities	1st 2nd	Disability Services Coordinator Dean of Students	1st 2nd	Academic Support Services Advisor
Bookstore	1st 2nd 3rd	Bookstore Manager Director of Auxiliary Services Vice President for Administration	1st 2nd 3rd	Bookstore Manager Director of Facilities and Campus Services Vice President for East Campus
Discrimination and harassment issues	1st or	Affirmative Action/EEO Officer Vice President	1st or	Affirmative Action/EEO Officer Vice President for East Campus
Financial aid	1st 2nd 3rd	Financial Aid Advisor Director of Financial Aid Dean of Students	1st 2nd 3rd	Financial Aid Advisor Director of Financial Aid Vice President for Student Services
Family Educational Rights and Privacy Act, confidentiality issues	1st 2nd	Registrar Dean of Students	1st 2nd	Assistant Dean of East Campus Vice President for East Campus
Student conduct on campus outside of the classroom	1st 2nd	Assistant Dean of Students Dean of Students	1st 2nd	Assistant Dean of East Campus Vice President for East Campus
Students employee issues	1st 2nd 3rd	Student's Supervisor Financial Aid Advisor Director of Human Resources	1st 2nd 3rd	Student's Supervisor Financial Aid Advisor Director of Human Resources
Tuition refunds	1st 2nd	Registrar Dean of Students	1st 2nd	Registrar Vice President for East Campus
Career Assessments, résumé, job shadow, internships, job openings, mock interview	1st 2nd	Coordinator of Career Services Educational Services Director	1st	Coordinator of Career Planning & Placement

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Commission Policy FDCR.A.10.040 Publication of Transfer Policies

As indicated below, the Transfer Policy is listed in the [Black Hawk College Catalog 2013-2014](#) (both online and in print) and is included in the [Black Hawk College Student Handbook 2013](#). Transfer information including transfer guides, transfer course equivalencies and articulation agreements are posted at [Transfer Information](#) on the BHC website.

Black Hawk College Catalog – 2013 Pages 14-15

Admission of Transfer Students

Academic credit is generally accepted only from institutions that are accredited by one of the regional accrediting associations. Credit from sources other than regionally accredited associations must be approved by the appropriate department chair and/or dean. Proficiency examinations may be required to determine the transferability of academic credits from non-accredited sources. Only those credits that are applicable to the student's curriculum at Black Hawk College will be accepted from non-accredited sources. All transfer credit will be equated to the credit hour system. All transcripts become the official property of Black Hawk College and will not be returned or issued to another institution.

An evaluation of transfer credit will be conducted upon admission to the college.

College Transcripts. An official transcript must be sent directly from all colleges to Black Hawk College if the student wants to use previous college course work for course placement, financial aid, or credit transfer.

Black Hawk College Catalog – 2013 Page 34

Illinois Articulation Initiative Agreement (IAI)

Black Hawk College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed General Education Core Curriculum (GECC) among participating institutions as well as individual courses within that core curriculum. Successful completion of the GECC at any participating college or university in Illinois will facilitate transfer to these institutions' Associate's or Bachelor's degree program. This agreement is in effect for students entering a participating associate or baccalaureate degree granting institution as a first-time student in the summer of 1998 and thereafter.

In order to provide high school students with the opportunity and the incentive to accelerate their progress in a Black Hawk College Career & Technical Education Program, and in an effort to provide a continuing articulated pathway that builds on past learning experiences and eliminates unnecessary duplication of instruction, the college develops High School Articulation agreements. Currently those agreements include:

BHC Curriculum	High School	BHC Course Credit	High School Course
Criminal Justice	Area Career Center	3 Credits for CRJU 151 Criminal Justice System and 3 Credits for CRJU 109 Police and Community Relations	Law Enforcement & Public Safety I, 582V (State 15051A003) and Law Enforcement & Public Safety II, 583V (State: 15051A004)
Business Management & Marketing	Kewanee High School*	3 Credits for BA 170 Fundamentals of Accounting I and 1 Credit for BA171 Fundamentals of Accounting LAB	Accounting I and Accounting II
Business Management & Marketing	Wethersfield High School*	3 Credits for BA 170 Fundamentals of Accounting I and 1 Credit for BA171 Fundamentals of Accounting LAB	Accounting I and Accounting II

**Articulation Agreements for Kewanee and Wethersfield High School are currently under review*

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International Student – The college requires student to use an approved evaluation service when transferring international credit. The college accepts applicable courses based on the recommendation of either the Educational Credential Evaluators, Inc. or World Education Services.

Student Handbook – 2013 Page 8

Degree Planning

Students are ultimately responsible for understanding degree requirements and monitoring their own progress toward their educational goals. Degree requirements are presented in the Black Hawk College Catalog. If the student plans to transfer to another college or university, he or she is responsible for coordinating the Black Hawk College course of study with the requirements at the transfer institution.

Students are encouraged to work with advisors at Black Hawk College. Educational planning is an important ongoing process with the student and advisor working together as a team.

Degree planning sheets and transfer planning guides are available in the Advising Center at each campus or on the BHC website at [Transfer Guides and Agreements](#).

In addition, the following links on the BHC website provide Transfer information. Each link has a number of additional links embedded.

[Transfer Information](#)

[Transfer Guides and Agreements](#)

[Transfer Course Equivalencies](#)

[Transfer Center Resources](#)

[iTransfer Transfer Resources](#)

General Information

Transfer hours are added to students attempted hours, but the GPA from the prior college(s) will not be used in calculating the Black Hawk College GPA.

Transfer credits for courses, military experience, CLEP tests, and Advanced Placement tests. Students must have an official transcript sent to the college and then submit a request form to have credits evaluated.

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Commission Policy FDCR.A.10.050

Practices for Verification of Student Identity

Black Hawk College verifies the identity of students using a secure login and passcode. At the time of admission, students receive a [Welcome letter](#) and [information sheet](#) containing their student ID number and official Black Hawk email address. Students are instructed to log on to the college's portal, myBlackHawk (myBH), and create a secure password that only the student would know.

Black Hawk College's online courses are accessed through the myBlackHawk portal. Each term, course shells are created in the online course management system, Canvas, when the schedule is created in the Banner Student system. When students register for a course, their registration is mirrored in the Canvas system. Each time students attempt to access an online course, the student must use their secure login and passcode.

Proctored examinations also verify student identity for some courses. Although the number of proctored examinations given in online courses varies from semester to semester, approximately half of the courses include some type of proctored examination requiring photo identification.

By creating this system of access requiring that students access classes through the portal and encouraging and supporting the use of proctored examinations, the college is in compliance with the verification of student identity policy.

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Commission Policy FDCR.A.10.060

Title IV Program Responsibilities

1. General Program Responsibilities

Black Hawk College follows the [Federal Student Aid Handbook](#) for federally funded financial aid. The Handbook lists program responsibilities, and all regulatory requirements are listed by program. BHC disburses Pell Grants, Supplemental Educational Opportunity Grants, Direct Student Loans, and Federal Work Study. BHC does not participate in the Perkins Loan Program or TEACH Grants.

BHC has a current [Program Participation Agreement](#) with the US Department of Education. This document is updated as programs or administrative staff change.

BHC sends at least one financial aid staff to the Federal Student Aid (FSA) Conference. Policy changes and updates are provided at the FSA conference. BHC financial aid staff members receive weekly email updates from the Department of Education of regulatory updates and “Dear Colleague Letters.” The [iLibrary](#) also lists all regulations by topic. The Director will contact the Chicago Regional Office for specific questions.

BHC also offers Illinois grants to students. Program requirements and regulations are listed on the Illinois Student Assistance Commission ([ISAC](#)) website.

BHC is a member of the National Association of Student Financial Aid Administrators ([NASFAA](#)), which provides daily email updates, an annual conference, and many training opportunities. The Director attends the annual NASFAA Conference, which provides legislative and policy training, as well as best practices of other colleges.

BHC financial aid staff members are members of the Midwest Association of Student Financial Aid Administrators ([MASFAA](#)) and the Illinois Association of Student Financial Aid Administrators ([ILASFAA](#)). Both organizations offer professional development training, policy updates, and annual conferences.

BHC has a [Policies and Procedures Manual](#) for internal processes as required by the Department of Education. A copy is located in the Financial Aid Office.

The [financial aid](#) pages on the BHC website offer program eligibility requirements to students and staff. The department also publishes an annual [Financial Aid Information Guide](#).

Annual audits are performed. BHC also has scheduled audits from the Illinois Student Assistance Commission. The BHC Finance Department maintains record of all [Comprehensive Annual Financial Report](#).

2. Financial Responsibility Requirements

The BHC Finance Department is responsible for financial aid disbursements. The [US Department of Education Blue Book](#) is followed to meet Federal regulations and requirements. The Blue Book provides guidance for managing, keeping records of, accounting for, and reporting on the use of Federal funds.

Annually, the Financial Aid department undergoes a study and evaluation of internal accounting controls used in administering federal financial assistance programs. This evaluation is performed as a part of the college’s annual audit completed by an external public accounting firm. The [Comprehensive Annual Financial Report \(CAFR\)](#) for the fiscal year ended June 30, 2012 can be found on the BHC website. Additional financial information is publicized and made available to the public on the BHC website at [Budget & Annual Report](#).

According to the [Total Composite Financial Indicator Score](#) for Black Hawk College, the college has, for the past ten years, performed in the “Above” zone with no review required.

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3. Default Rates

	BHC Three-Year 2009	BHC Three-Year 2010	BHC Two-Year 2010	BHC Two-Year 2011
Default Rate	21.9%	22.5%	15.5%	8.8%

Although it is not required, the BHC Default Reduction Plan includes early intervention and notifications. Before a Federal Direct Loan is processed, all loan borrowers must complete Entrance Counseling and a Master Promissory Note on the [Department of Education - Direct Loans](#) website. BHC also requires the student complete a budget worksheet, loan repayment calculation, and loan history. For transfer students with high loan debt, an academic transcript is required before the BHC loan is processed.

Beginning FY14, BHC will require loan students having failing grades for Fall term to successfully complete [USA Funds Life Skills](#) modules before their Spring loan can be disbursed. Students are sent to a link and BHC is notified when the student passes the module with 70% score or better.

BHC has contracted two third-party servicers to assist with loan repayment. CMD makes phone calls to loan borrowers before they graduate. CMD also makes phone calls to loan borrowers who are not making satisfactory academic progress – before they fail their courses. CMD discusses repayment options in detail.

Texas Guarantee (TG) was hired to make Grace Period phone calls to students after they receive their Exit Counseling while they are in their Grace Period. TG uses their HigherEDGE Default Aversion Solutions. A [TG/BHC Website](#) was established for backup.

At no cost to BHC, USAFunds provides Borrower Connect software enabling the college to monthly notify delinquent students by email and letter requesting that they contact their loan servicer.

Individualized letters are also sent to Return of Title IV students who had loans. These letters include their NSLDS loan history and Loan servicer information as soon as the student drops all their classes. The letters are titled “[Before You Go](#)”.

4. Athletic Participation and Financial Aid, Campus Crime Information, and Related Disclosures

BHC Campus Crime information disclosures are posted on the BHC website along with the [Annual Security and Fire Report](#).

<i>14. Crime Statistics</i>							
Black Hawk College							
Offense	Year	On Campus Property	Residential Facilities ¹	Non-Campus Property	Public Property ²	Hate Crime ³	Total
MURDER/NON-NEGLIGENT MAN-SLAUGHTER	2010	0	0	0	0	0	0
	2011	0	0	0	0	0	0
	2012	0	0	0	0	0	0
NEGLIGENT MANSLAUGHTER	2010	0	0	0	0	0	0
	2011	0	0	0	0	0	0
	2012	0	0	0	0	0	0
SEX OFFENSES, FORCIBLE	2010	0	0	0	0	0	0
	2011	0	0	0	0	0	0
	2012	0	0	0	0	0	0
SEX OFFENSES, NON-FORCIBLE	2010	0	0	0	0	0	0
	2011	0	0	0	0	0	0
	2012	0	0	0	0	0	0
ROBBERY	2010	0	0	0	0	0	0
	2011	0	0	0	0	0	0
	2012	0	0	0	0	0	0
AGGRAVATED ASSAULT	2010	0	0	0	0	0	0
	2011	0	0	0	0	0	0
	2012	0	0	0	0	0	0
BURGLARY	2010	0	0	0	0	0	0
	2011	0	0	0	0	0	0
	2012	0	3	0	0	0	3

On the BHC [Student Right to Know](#) webpage, students are directed to the [U.S. Department of Education - Equity in Athletics Disclosure Act](#) for information regarding athletic participation.

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5. Student Right to Know

BHC references required Right to Know and Consumer Information in the [Black Hawk College Catalog 2013-2014](#) (page 11), the [Black Hawk College Student Handbook](#) (Page 5), and on the BHC website at [Student Right to Know](#). The BHC Student Right to Know webpage provide the public with information such as a list of faculty members, campus locations, class schedules, degree and certificate requirements, continuing education, adult education, business and training resources, gainful employment data, cost of attending, payment policies, withdrawal procedures campus security and crime data, and services to students with disabilities.

Graduation/Completion Rates

Process for withdrawing: Refund Schedule ([Black Hawk College Catalog 2013-2014](#) page 19)

# of Weeks Class Meets	Days to Receive 100% Refund	Days to Receive 75% Refund	Days to Receive 50% Refund	No Refund After
16	Prior to the first day of the term	Thru 7 th Calendar day of the term	8-14 th Calendar day of the term	After 14 th Calendar day of the term
7-15	Prior to the first day of the class	Thru 7 th Calendar day of the class	8-14 th Calendar day of the class	After 14 th Calendar day of the class
3-6	Prior to the first day of the week in which the class begins	Thru 3 rd Calendar day of week in which class begins	4-6 th Calendar day of the week in which class begins	After 7 th Calendar day of the week in which class begins
1-2	1 day prior to the first day of the class	Not available	Not available	Not available

Refund Policy ([Black Hawk College Catalog 2013-2014](#) page 19)

"1. If a student has completed registration and withdraws from class(es), the withdrawal must be received by the Enrollment Services Office according to the refund schedule in order for the student to receive a refund of tuition and fees.

2. In the event a class is cancelled by the college, 100% of all monies paid for the course will be refunded.

3. 100% of **tuition** will be refunded if a licensed physician recommends that the student withdraws from all his/her classes for medical reasons. Appeal forms are available in the Enrollment Services office; the physician’s recommendation must be submitted on official letterhead.

Withdrawal must be complete - not a reduced load. The Physician Statement, along with a signed **Add/Drop** form, must be submitted in a timely fashion no later than the beginning of final examinations for the term enrolled.

Once the term begins, any drop from a course becomes part of the student’s permanent academic record and is recorded as a “W” (withdrawal). A student may withdraw from a course through the 12th week of the semester (for 16 week classes). Any withdrawal after this date must be approved by the instructor. If the class meets less than 16 weeks, consult Enrollment Services regarding withdrawal and needed instructor permission. If the student stops attending a course without officially withdrawing, the student is likely to receive an “F” grade. If the student never attends or ceases to attend any course in which he/she has enrolled, the student may be administratively withdrawn.

The responsibility for dropping a course rests with the student. Withdrawal or non-attendance may result in loss of financial aid. A student is financially responsible for tuition and fees for all classes not officially dropped in the appropriate refund date.

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If a withdrawal request is sent by mail, it must be addressed to the Enrollment Services Office at either campus. Withdrawal requests may be faxed to Enrollment Services at 309-796-5209 or e-mailed from the student's myBlackHawk account to registrar@bhc.edu. The date the withdrawal is received by the college will determine the percentage of the refund. No refunds are granted if a student is dismissed for disciplinary reasons.

Every attempt will be made to issue authorized refunds by the end of the fifth week of classes. Questions concerning refund eligibility and exceptions to this policy are referred to the Enrollment Services Office, and questions concerning amounts refunded are referred to the Bursar's Office.

Refunds are processed in the Bursar's Office and will be made payable to the student. When a student owes the college money, it is college policy to deduct that amount from the tuition refund. These charges include past due tuition and fees, returned checks, fines, or other obligations."

On the [BHC Financial Aid](#) website, the college posts the policies regarding [Refund and Payment Policy \(Return of Title IV Funds\)](#), impact of dropping courses, repeated coursework and drug convictions and federal student aid.

Cost of Attendance

Information regarding the [Cost of Attendance](#) at Black Hawk College is posted on the BHC website. This page also provides a Net Price Calculator and College Scorecard.

2013-14 Academic Year

Costs are for in-district residents taking 14 credit hours (the average enrollment for a full-time student at Black Hawk College). Costs are based on a nine-month academic year budget.

Direct Cost	Living with parents	Not living with parents
Tuition and fees	\$ 3,220	\$ 3,220
Books and supplies	\$ 1,040	\$ 1,040
Subtotal	\$ 4,260	\$ 4,260
Living costs		
Housing	\$ 0	\$ 3,833
Food	\$ 2,683	\$ 2,683
Transportation	\$ 2,135	\$ 2,135
Personal expenses	\$ 2,135	\$ 2,135
Subtotal	\$ 6,953	\$ 10,786
Total	\$ 11,213	\$ 15,046

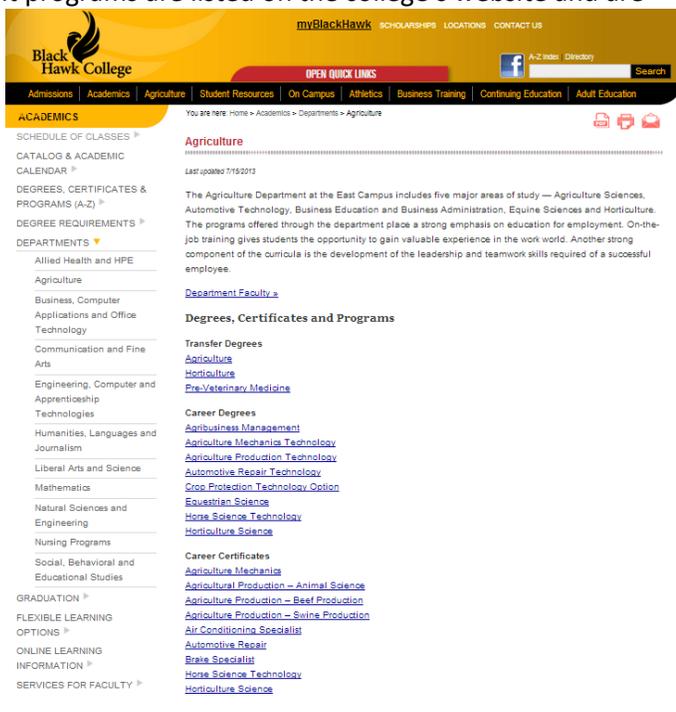
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Current Academic Programs/Faculty – All credit programs are listed on the college’s website and are searchable [alphabetically](#) or by [department](#). [Faculty](#) are listed by department and [Adult Education](#) programs and faculty are listed by location.

Accrediting Agencies are detailed on page 28 of this report at: [Standing with State and Other Accrediting Agencies](#).

Description of Facilities for Disabled Students

BHC adheres to all federal compliance and state regulations as well as the Black Hawk College Administrative Guidelines and Board of Trustees policies. Students with disabilities may use a variety of accommodation services intended to reduce the effects that a disability may have on their performance in a traditional classroom or online setting. Information is available to students through the college website [Services and Accommodations](#) and the [Disability Services Student Handbook](#).



The screenshot shows the Black Hawk College website's Agriculture department page. The header includes the college logo, navigation links (Admissions, Academics, Agriculture, Student Resources, On Campus, Athletics, Business Training, Continuing Education, Adult Education), and a search bar. The main content area is titled "Agriculture" and includes a description of the department, a list of degrees and certificates, and links to department faculty and other resources. The left sidebar contains a navigation menu with categories like SCHEDULE OF CLASSES, CATALOG & ACADEMIC CALENDAR, DEGREES, CERTIFICATES & PROGRAMS (A-Z), DEGREE REQUIREMENTS, DEPARTMENTS, GRADUATION, FLEXIBLE LEARNING OPTIONS, ONLINE LEARNING INFORMATION, and SERVICES FOR FACULTY.

The [Black Hawk College Faculty Handbook](#) (page 79) provides faculty an accessibility statement services to be include on course syllabi. “If you have a disability for which you are or may be requesting an accommodation, please contact your instructor and the Disability Services Office on the QC Campus at 796-5900 or the Academic Support Advisor at EC Campus at (309) 854-1713 as early as possible during the semester.”

In 2009, the college partnered with the Illinois/Iowa Center for Independent Living Center (IICIL), to complete a full audit and report of the facilities located in the Quad Cities area. This agreement included a physical audit of the (4) buildings and (3) main parking lots related to the provision of services and programs. The [IICIL Audit Report](#) includes recommendations regarding improving accessibility for persons with disabilities, in compliance with the ADA (Americans with Disabilities Act) and any State codes that apply.

Study Abroad Opportunities ([Black Hawk College Catalog 2013-2014](#) page 48)

"Black Hawk College students majoring in business and liberal arts areas may study abroad in a variety of sites. Liberal arts students may study in Austria, Costa Rica, Denmark, France, Germany, Japan, Mexico, Netherlands, Portugal, Russia, Sweden, and Zimbabwe. Business students may study in Australia, Canada, Denmark, Germany, Netherlands, and Sweden. Students may also work abroad for a semester or complete a semester combining both study and work in these countries.

To qualify for study and work abroad opportunities, students need to have completed 30 semester hours with an overall grade point average of 2.75. Each participant needs the recommendation of two Black Hawk College faculty. All BHC policies for students completing coursework provided on-campus also apply to students participating in study abroad programs. Students need to prove health insurance coverage or purchase it prior to departure.

Students reside with host families, where they have morning and evening meals. All accommodations are approved by the international college or university.

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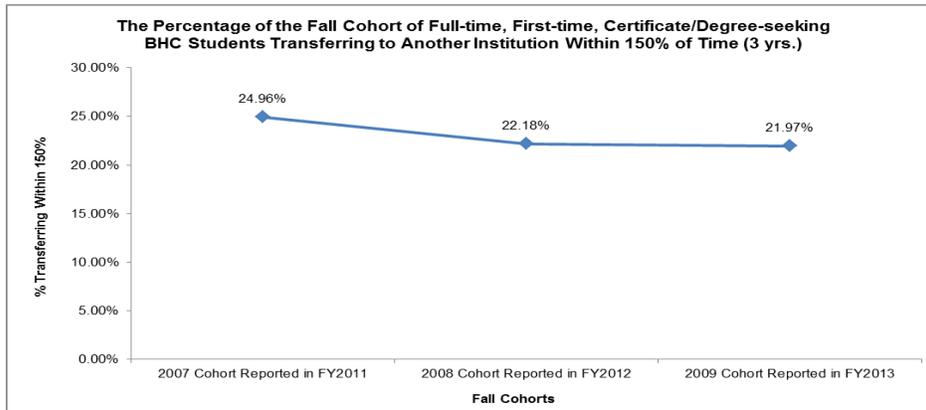
Study abroad programs are available each semester, including summers. The deadline for fall semester study abroad programs is April 15; for summer study abroad programs the deadline is March 15; and the deadline for spring semester study abroad programs is November 1.

In addition to completing a full schedule of classes, study abroad students may participate in field trips to historic sites and places of traditional tourist interest.

A study abroad fee is paid for participating in most study abroad programs. Students receiving financial assistance normally may continue that coverage while participating in study abroad programs.

For details concerning study abroad opportunities, please contact the Study Abroad Coordinator, Dr. Traci Davis at 309-796-5408."

Transfer-out Rate



6. Satisfactory Academic Progress and Attendance Policies

To maintain continuing enrollment at the college, a student will be subject to this policy once he or she has attempted twelve credit hours at BHC. The [BHC Academic Progress Policy](#) is posted on the BHC website and shared in the [Black Hawk College Catalog 2013-2014](#) (page 29), and the [Black Hawk College Student Handbook](#) (page 14). The [Financial Aid Award Information](#) link is sent to all financial aid students with the award notification.

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7. Contractual Relationships

The college has four contractual relationships with non-accredited, third-party providers of specialized technical apprenticeship skills training. Students completing the apprenticeship-training program may apply for proficiency credit at Black Hawk College to be applied to an Associate of Applied Science degree or a Certificate. The contract between these partners and the college provides only for the articulation of courses that are transcribed as proficiency credit on the student's transcripts. The following programs have been approved by the Department of Education as Title IV programs.

Curriculum	Third-Party Provider	Total CRHRS	% of CHR Proficiency Credit
Apprenticeship Construction Laborer AAS	Illinois Laborers' and Contractors' Construction Craft Laborer Apprenticeship and Training Program.	65	77%
Apprenticeship Construction Laborer Certificate	Illinois Laborers' and Contractors' Construction Craft Laborer Apprenticeship and Training Program.	50	94%
Apprenticeship Electrical Construction AAS	Quad City Electrical Training Center	60	69%
Apprenticeship Electrical Construction Certificate	Quad City Electrical Training Center	45	100%
Apprenticeship Pipe Trades AAS	Pipe Trades Training Program Local 25 Program School, Joint Apprenticeship Committee of Eastern Iowa and Western Illinois LU 25 JAC	65	77%
Apprenticeship Pipe Trades Certificate	Pipe Trades Training Program Local 25 Program School, Joint Apprenticeship Committee of Eastern Iowa and Western Illinois LU 25 JAC	50	100%
Apprenticeship Carpenter Certificate	Quad-Cities Builders-Tri-City Carpenters Union, Carpenters Apprentice Training Programs	36	100%

8. Consortial Relationships

The college has an internal process through the Financial Aid Office by which appropriate programs are submitted to the Department of Education for Title IV eligibility and approval. The college has two primary consortia relationships

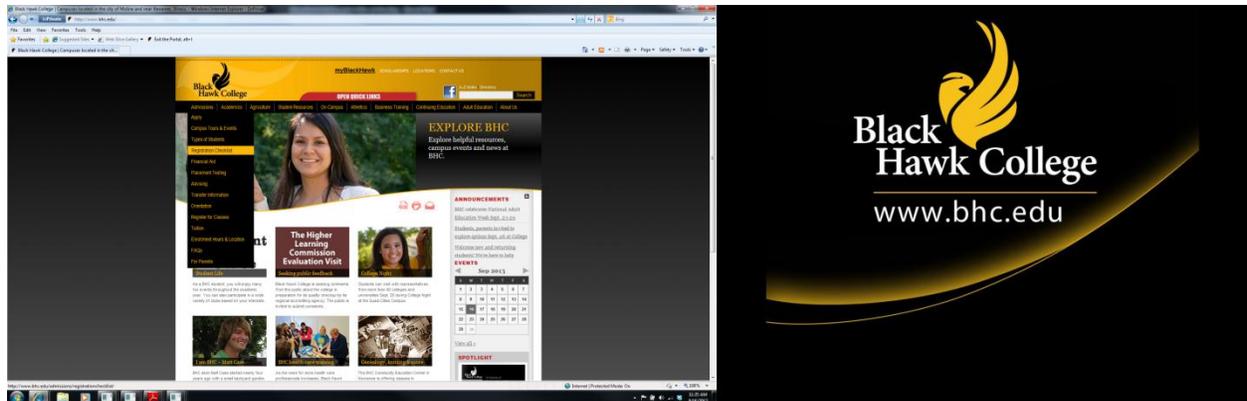
- The [Educational Services Agreement between Illinois Community College District 503 \(Black Hawk College\) and Eastern Iowa Community College](#) District expired June 30, 2013 and is currently under review.
- The [Community College Educational Agreement: Comprehensive Agreement Regarding the Expansion of Educational Resources](#) allows a student to apply for a chargeback when an occupational degree or certificate is not available at Black Hawk College but offered at one of the other 27 participating colleges.

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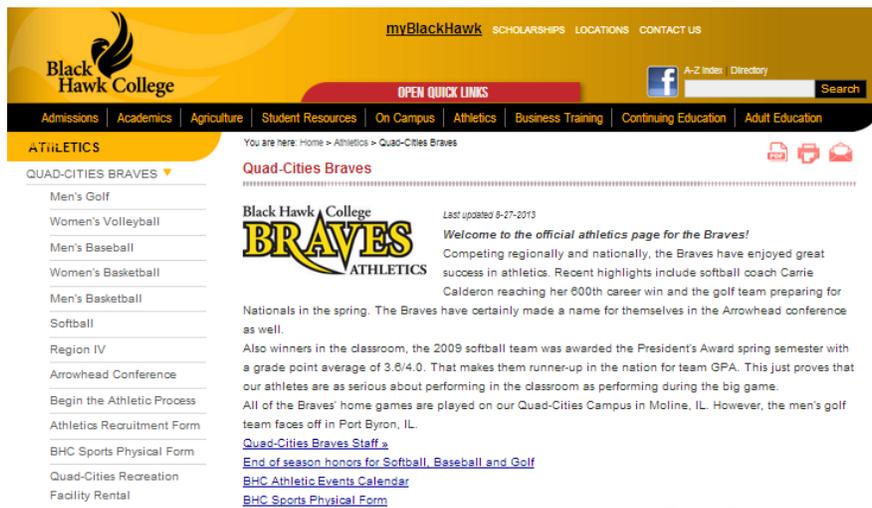
Public Information: Required Information for Students and the Public

Public information regarding the institution's calendar, grading and admissions, program requirements and refund policies can be found on the [Black Hawk College](http://www.bhc.edu) website using the main navigation. A black bar located just below the gold header includes navigation to college resources and information, including Admissions, Academics, Student Resources, and About Us. Hover over any area of interest and a drop down box will appear with descriptive headlines that lead to the desired information, such as the [Catalog & Academic Calendar](#), [Student Handbook](#), and [Schedule of Classes](#).



The college recently launched a mobile website featuring a touch menu of the most visited pages making public information more accessible in a user-friendly format.

Marketing personnel systematically review college web pages to ensure information is accurate, hyperlinks are functioning, and content is current. The process was recently enhanced to include a “last reviewed” date on the live page.



The following publications and materials are distributed to audiences and share accurate, timely, and detailed information to both prospective and current students and to the community:

- [Black Hawk College Course Catalog](#) (annual publication)
- [Credit](#) and [Noncredit](#) Schedules (twice annually including a Spring/Minimester schedule and a Summer/Fall schedule)
- [Annual Budget](#) (annual publication)
- Recruitment Materials (ongoing and as needed)

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Public Information: Advertising and Recruitment Materials and Other Public Information

Black Hawk College discloses its affiliation with the Higher Learning Commission and provides additional information regarding relationships with other accrediting agencies in the [Black Hawk College Catalog 2013-2014](#) (page 2) and at [Accreditation](#) on the college's website, which contains detailed information on accreditation and a link to the HLC website.

BHC communicates with its constituency groups in a variety of manners, including:

- **General Public/Community** – Regular contact using print, radio, direct mail, email, social media sites, and other advertising to the public. Examples include:
 - ◆ The Moline Dispatch, Kewanee Star Courier, Cumulus Broadcasting, Clear Channel, and Regional Media radio stations, OnMedia Cable and Comcast Cable, and Quad-Cities network TV stations
 - ◆ Advertising online is a growing area of communication for the college. BHC currently utilizes the websites of district newspaper and TV stations as the primary online advertising source
 - ◆ Social Media sites including Facebook
 - ◆ College website features announcements, general interest stories, college committee minutes and other information considered of interest to the community
- **Prospective Students** – As well as marketing efforts directed to the general public, BHC also targets its advertising and marketing efforts to potential students through the following efforts:
 - ◆ Enrollment campaigns for Summer/Fall and Spring/Minimester sessions run approximately seven months of the year and are delivered via network and cable TV, newspapers, radio, online, outdoor and internally through printer materials and electronic signage
 - ◆ Several direct mail campaigns are conducted each year and are targeted to prospective students in district high schools for events such as College Night and Discovery Day. Parents also receive direct mail invitations to events such as Parent’s Night, college fairs, community events, high school visits and classroom presentations
 - ◆ Group visits to campus by school and community groups
 - ◆ In the past four years, the college has produced three [Black Hawk College CareerFocus](#) magazines, which provide information to prospective students on topics ranging from programs, to financial aid, and college life
- **Current Students** – The college communicates with its current student body through
 - ◆ Student Handbook, myBH web portal and Student Government Association
 - ◆ A central Facebook page currently with more than 1,900 “likes”
 - ◆ Several departments also maintain a Facebook page targeted to specific audiences
- **Alumni, Donors, Friends** – The BHC Foundation and the East College Foundation maintain regular contact with alumni, donors, and friends through
 - ◆ Retiree teas/coffees on campus
 - ◆ Foundation newsletters
 - ◆ Annual giving campaigns
 - ◆ Special events such as Foundation Scholarship Dinners, Wall of Fame, Graduate Receptions, Founders Banquet
 - ◆ President’s Forums
 - ◆ Legislative Breakfasts
 - ◆ Chamber of Commerce Morning Network
 - ◆ Visits by national, state, and local elected officials

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Review of Student Outcome Data

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve student learning.

- Revised statement, adopted by the Student Learning Committee, approved by the Faculty Senates, and endorsed by the administration fall 2001

Institutional Measures of common student learning outcomes are included in the college's [Systems Portfolio](#) (1R2 – pages 24-26). These measures were determined during the strategic planning process to be critical to the fulfillment of the college mission and are central to the themes of student success, completion, developmental student success, and preparation to live in a multicultural society. Measures include student completion, graduation and transfer rates, retention Fall-to-Spring and Fall-to-Fall, developmental education retention and persistence to completion, course retention and success rate, developmental course enrollment success rate, and preparation to work in a multicultural society. Samples of data collected, analyzed, and used to make program changes are outlined in the college's [Systems Portfolio](#) (1R3 – pages 26-28) and include Allied Health program outcomes, Adult Education level and post-test gains, Graduate Employment surveys, and degrees of reading program-level assessment. Additional program level assessment data collection and analysis are provided later in this report.

BHC recognizes that much of the data reported on students is input data with [comparison data](#) available at the State level. Enrollment, for example, is reported for full-time and part-time status, gender, ethnicity, age, previous education, residency, first-time and continuing enrollees, disability status, and international. BHC also studies very closely the penetration rate into the high schools and the number of top-ten-percent students who attend the institution from these high schools. These data are reported in the [Black Hawk College Fact Book](#).

In addition, BHC recognizes that outcome data is increasingly important as the college strives to improve completion rates and focus on student success at the course, program, and credential levels. Thus, the following are data points that the college continues to study and share with appropriate constituents, including faculty, administration, the Board of Trustees, students, and the public:

- **Degrees Conferred** – The Planning and Institutional Effectiveness Office annually provides a college [Consumer Report Card](#) with the Degrees Conferred. These data are also provided for the academic program review process and are updated annually in the [Black Hawk College 2013 Fact Book](#) (page 18), with expanded information on the numbers and types of degrees and certificates.
- **Completion Rate By Program** – While the information is primarily collected to determine students' academic standing and financial aid eligibility, the information is utilized to improve academic advisement and student support services. This information is provided to academic departments as part of the data collection to be reviewed for Program Review. Student retention (Fall-to-Fall) and persistence (Fall-to-Spring) compared to other community colleges that participate in the National Community College Benchmark Project is also reported in the [Black Hawk College 2013 Fact Book](#) (pages 22 and 23, respectively).

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- [Graduate Survey](#) – The college annually surveys and conducts a one-year graduate study and collects employment and continuing education information from recent graduates. While the college is required to report information on the career and technical education graduates, it has expanded the survey to include all graduates in all fields. These data are evaluated by faculty during the program review process and shared with the public and student communities through reports in the [Black Hawk College 2013 Fact Book](#) (page 19) of the percentage of surveyed occupational program completers with program-related jobs and the average dollars per hour earned by occupational graduates.
- **Licensing** – Student success in licensing exams, particularly in the health sciences are tracked and evaluated annually. The data are required for programs respective to specialized third-party accreditation. Samples of test scores include:
 - ◆ [Nursing Assistant Test Scores](#)
 - ◆ [Medical Assisting Test Scores](#)
 - ◆ [Health Program Outcomes](#)

Most recently, these data have been used to adjust not only classroom presentation but also to indicate the need for supplemental support needs, as was the case with below-average Practical Nursing Test Scores. In 2011-2012, LPN classes were required to perform pre admission testing. Individual scores were evaluated in relationship to success in the program. Applicants for the 2012-2013 academic year were required to take the TEAS (Test of Essential Academic Skills) pre admission test. Student selection for academic year 2012-2013 was based on applicants who obtained benchmark scores on this test. Additional program changes involved reduction in class sizes, increased communication with clinical faculty, and alignment of course testing with NCLEX course objectives. As a result of these improvements, the Illinois State Board of Nursing reviewed BHC's LPN Program and granted continued program approval in May of 2012.

Collecting and Using Student Outcomes Data

Since Black Hawk College's last reaffirmation of accreditation in 2003, the college has worked to implement and evolve a system of collecting and utilizing student outcomes data for course-level and program-level improvement. This system has incorporated a variety of assessment methods that are appropriate to individual disciplines and methods that have been adapted over the years to better address the needs of faculty as they continue to improve the educational outcomes of BHC students.

A formal [Student Learning Executive Summary](#) details a student learning outcomes plan that dates back to a DACUM process (prior to 1993) that the faculty participated in to begin to identify and describe general education at the institution. In 1993, a small committee was appointed by the Vice President of Instruction to study outcomes and develop the plan for assessment of student learning for the college. This plan was completed in 1995 and received NCA approval. Much of the plan concentrated on ongoing Classroom Assessment Techniques (CATs) and training was implemented across the college. By 2002, members of the committee (designated as the Student Learning Committee) revised and updated the plan to move beyond CATs to insuring that the outcomes were clearly identified in the course syllabi and to initiate formative data collection at the course level. At this time in the college's assessment journey, the focus expanded from classroom/course to program and general education outcomes. With the direction of HLC, the college focused on: (a) what data the college collected in the assessment of general education outcomes and degree programs through direct and indirect measures; (b) what changes in curriculum, methods of instruction, and/or academic activities occurred based on the results of departmental assessments; and, (c) what impact assessment had on departmental planning and budgeting processes.

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This departmental focus led to many productive cycles of assessment, reported in annual reports, including [2003-2004](#); [2004-2005](#); [2005-2006](#), [2007-2008](#), and a [progress report to HLC on Improving Student Learning 2003-2006](#). For example, the 2003-2004 report noted how an error analysis of exit essays in Composition 1 led to increased focus on grammar and mechanics in the curriculum and providing the Composition faculty with holistic grading training. Pre-and post-tests were conducted in a number of programs that in some cases led to changes at the course level and in the case of Mathematics to a department-wide common final exam in Math 108. The 2004-2005 activities continued to expand into portfolio assessment in Art, additional pre/post-test assessment constructions, gap analyses in content and exam scores, etc. These also led to changes in revisions of course materials, review of prerequisite placement scores, the move to blend lecture and lab sections of accounting classes, etc. Reports were given to the Student Learning Committee and the Administration and compiled into the Annual Summaries, which identify the types of data collected and the data-based changes that occurred.

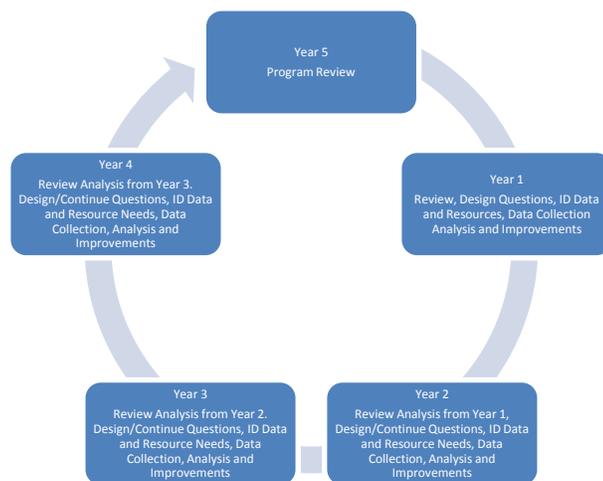
In 2005, a committee composed of college-wide representatives from all transfer disciplines as well as career and technical programs was formed to assist a review team to review outcomes for general education. A revised [General Education Core Curriculum](#) was developed and approved by campus senates. This grid identified five strands within the core curriculum: (a) apply scientific thinking skills, (b) apply quantitative skills, (c) apply communication skills, (d) evaluate human experiences, and (e) develop an appreciation of human continuity, diversity, and change. The [2003-2006 Progress Report](#) to the Higher Learning Commission extensively identifies assessments that were conducted and course and program-level changes that were made based on those assessments (pages 44-48). This progress report also discusses the alignment and coordination of institutional assessment strategies that support and promote faculty assessment of student learning through Curriculum Review, Program Review, Unit Plans, and Listening and Learning Tools (page 49).

The Student Learning Outcomes reports for [2007-2008](#) and [2008-2009](#) continue to document the progress made by the institution in collecting department and general education assessment data and using it to improve classroom and program delivery and content. Individual department reports were transitioned to a web-based repository managed by the Teaching Learning Center. The 2008-2009 Report notes on page 5:

"The college's initial assessment initiatives directed toward formative and summative assessment at the class and course levels have expanded dramatically to the arena of program-level assessment, particularly in career and technical degree and certificate programs. Ways the faculty have been assessing program-level outcomes include such direct and indirect measures as advisory committee feedback, graduate surveys, standardized tests, licensure and certification examinations, portfolio analysis, capstone projects, juried performances, and feedback from accreditation teams. The 5-year cycle of program review established by the ICCB creates a logical sequence for organizing program-level assessment. Black Hawk College began the process of integrating program-level assessment into the program review process in the 2008-2009 cycle and detailed a more robust, collaborative process for approaching program review in 2009-2010."

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By [2009-2010](#), the college further refined the system of assessment of student outcomes. In February 2009, the decision was made by the Student Learning Committee to adopt WEAVEonline as the management system for documenting student learning activities and follow-up actions. In October 2010, the Committee appointed a sub-committee to draft a structure of program review that integrated class/course-level assessment, thus replacing the past practice of producing a separate report. The intent was to align the Improving Student Learning Report with ICCB Program Review Guidelines and HLC/AQIP "Principles and Categories for Improving Academic Quality" (2008 Revision). As depicted graphically below, the structure is a five-year process that, once designed, is continually refined, implemented and analyzed, at which point gaps are identified between desired and actual results and changes in curriculum, instructional materials or teaching strategies are documented.



In 2009, the Student Learning Committee was charged to: (a) collect, edit, and publish department reports on assessment; (b) review student learning instructions and forms in the context of WEAVEonline; (c) convene the General Education Review Team (GERT) to review the general education student learning data and make recommendations back to the Student Learning Committee; (d) make regular reports regarding committee activities to departments; (e) plan for a Student Learning Retreat; (f) create a Dictionary of Terminology; and (g) clarify the function of the Student Learning Committee by working to simplify the process and work to continually advance the culture, purpose and process of student learning outcomes assessment.

In Spring 2011 and Fall 2011, the SLC implemented student learning "conversation days" and continued work on expanding the 5-year Program Review process to include annual assessment activities. Additionally, the Student Learning Committee, in Spring 2011, formed the Career and Technical Education Review Team (CERT) to examine tools and resources for developing program level outcomes. Program-related functions of the CERT committee include listing program accrediting and licensing agencies BHC works with (or may work with) and considering the development of a college internship evaluation form to supplement specific program assessment plans.

By the [2012 report](#), the Student Learning Committee incorporates into its focus the New HLC Criteria for Accreditation slated to go into effect January 1, 2013. With course-level assessment continuing to be documented in the unit plans and program-level assessment to be incorporated in the Program Review process, the Student Learning Committee recommends suspending the General Education/Core Curriculum Grid and replacing it with three items assessed across the curriculum: (a) students can think critically, (b) students can solve problems; and (c) students can communicate effectively. In anticipation that these cross-curriculum goals would possibly require a standardized test, the committee identified

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the ETS Proficiency Profile, which is a general education outcomes assessment. Thus, a pilot of the [ETS Proficiency Profile](#) was done during the Spring 2012 semester. It should be noted that the pilot was conducted within the Mathematics department only and is not a representative sample of the larger student body. The results were reviewed by the GERT and recommended that BHC continue the use of the ETS Proficiency Profile during the Spring 2013 semester. Graduates in 2013 received a recruitment letter inviting them to participate in the assessment. The sample collected was fewer than 50 and, as suggested by ETS, was not considered to be representative of the larger group.

As a result of the critical thinking scores on ETS test administered in Spring 2012 (even with a skewed sample), the SLC has currently proposed to focus on critical thinking as a main student learning outcome for the next 5 years.

Additional Assessment Efforts

In addition to course and program assessment of student outcomes, the college has been engaged in study of student outcomes as part of its strategic plan. For example, the 2010-2014 Strategic Planning process identified developmental education student success as a priority. The planning process noted the percentage of remedial students advancing to college level coursework had decreased from FY2002 to FY 2007. A Developmental Education Action Team was created, composed of administrators, support staff, and faculty who work with students enrolled in developmental education in many different ways. The team started by reviewing BHC student success trends over the year and set up a data collection process to track successful completion in college level mathematics and English course. The team also developed a survey that was distributed to other colleges to see what programs were being used at peer institutions. Based on the information collected, the Developmental Education Task Force (May 2011) recommended initiatives, including:

- Both math and English changed the way COMPASS placement testing is used.
- English and math piloted Bridge programs in the summer for students who needed a short class to get caught up to college-level work.
- English and math programs have started to use more computer-aided instructions inside the classroom to help individualize learning to meet students' various needs and abilities.
- The college worked on the creation of a CES (College Experience and Success) course, which launched four pilot sections Fall 2013. This is the course that BHC plans (based on outcomes of the pilot) to require for future developmental education students.

On an ad hoc basis, the college engages in custom studies as requested by departments. For example, in the Chemistry 110 Study, the Office of Planning and Institutional Effectiveness completed a custom study for the Natural Science and Engineering Department. The Department was researching if there was a significant difference in the grade point average for students enrolled in CHEM 110 that tested into or completed MATH 086, Math 090, and/or Math 091 as their highest level of math versus those students that tested into or completed MATH 080 and/or Math 081 as their highest level of math. PIE examined FY2010 and FY2011 grade and course data. PIE confirmed a significant difference in the grade point average for students that tested into or completed MATH 086, Math 090, and/or Math 091 as their highest level of math versus those students that tested into or completed MATH 080 and/or Math 081 as their highest level of math. Results noted that in FY2011 Grade Point Averages for students receiving a grade in CHEM 110 were as follows:

- Tested into or completed MATH 080/081: GPA for CHEM 110=1.82, SD=1.41
- Tested into or completed MATH 086/090/091: GPA for CHEM 110=2.40, SD 1.17
- Significant @ 99.8%

The department is currently reviewing and updating course syllabi and discussing the possibility of making a math prerequisite.

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The [Gateway Course Success Report](#) was commissioned as a strategic plan initiative to review the proportion of undergraduate students completing entry college-level math and English (Gateway) courses within the first two academic years at the college and determine necessary instructional strategies to improve student learning in these gateway courses as necessary. The Vice President for Instruction and Deans Council reviewed the report and recommended at this time not to commission a task force to further investigate improvement strategies as the priority remains focusing on the success of students in developmental education.

Finally, as indicated above, Student Learning Outcomes play a major role in [Program Review](#). The purpose of Black Hawk College's Program Review Report is to rigorously discuss program and discipline viability, strengths, weaknesses, occupational demand and student learning outcomes all relative to the continuous improvement of the Program. Examples of data supporting the academic faculty review of the program include grade distribution, course capacity, transfer, graduate follow-up data, occupational growth, student demographics, and course level assessment data. The purposes of Program/Discipline Review are:

- Supporting department level planning and decision-making based on student and stakeholder needs
- Assuring the continuing needs and improving the quality and cost-effectiveness of instructional programs and discipline course offerings
- Assessing, improving and updating programs/ course offerings on a regular basis
- Discontinuing programs/ discipline courses when there is no longer sufficient demand, quality cannot be maintained at an acceptable level, or there are no longer occupational demands to support the cost of instruction
- Demonstrating the accountability of the college to the ICCB in maintaining high quality, cost-effective programs, and discipline courses that are responsive to the needs of students, businesses, and industries in Illinois
- Identifying best practices, exemplary innovations, and program issues that need to be addressed at the state level by ICCB
- Examples of Program Review analysis:
 - 2013
 - [Program Review Executive Summaries 2013](#)
 - [Administrative Assisting](#)
 - [Business Information Technology AAS/Certificate](#)
 - [Adult Education](#)
 - [Inventory Specialist](#)
 - 2012
 - [Program Review Executive Summary 2012](#)
 - [Health Information Management/Medical Billing, Coding & Transcription](#)
 - [Massage Therapy & Bodywork Certificate](#)
 - [English Literature Associate of Arts](#)
 - [English Writing Associates of Arts](#)
 - [Speech](#)
 - 2011
 - [Program Review Executive Summary 2011](#)
 - [International Trade Certificate](#)
 - [Automotive Repair](#)
 - [General Social Studies Associate of Arts](#)
 - [Physical Therapist Assisting Associate of Applied Science](#)

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2010

- [Program Review Executive Summary 2010](#)
- [Practical Nursing](#)
- [Agri-Business](#)
- [History](#)

2009

- [Program Review Executive Summary 2009](#)
- [Visual Communication](#)

Thus, in addition to demonstrating evidence of meeting federal compliance in collecting and using student outcomes data for course and program improvement, Black Hawk College is engaged in college-wide assessment in support of BHC's commitment that a "student completing the general education requirements will be able to think critically, communicate effectively, and demonstrate multicultural and aesthetic understanding." ([Black Hawk College Catalog 2013-2014](#) page 34)

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Commission Policy FDCR.A.10.090

Standing with State and Other Accrediting Agencies

Institution/Curriculum	Accrediting/Approving Body	Term of Accreditation and Last Approval Date	Status Approved, Pending, Probation etc.	Hyperlink to Self-Study and/or Feedback Report
Black Hawk College	Illinois Community College Board (ICCB)	2011-2015	Fully Recognized as an Illinois community college	ICCB Recognition Response Report
Associate in Science-EMS Paramedic and Emergency Medical Technician – Paramedic	Committee on Accreditation of Educational Program for the EMS Professions. CoAEMSP/ Commission on Accreditation of Allied Health Education Programs	March 2013-March 21,2018	Approved	EMS Self Study Feedback Report CoAEMSP EMS Accreditation Response
Associate Degree Nursing	Accreditation Commission in Nursing Education (ACEN)	2007-2013	Approved	ACEN Accredited Nursing Programs Self-Study Available on site LPN Accreditation Site Visit Report IDFPR Nursing Schools IDFPR Nursing Education Program Pass Rates
Child Development	National Association for Education for young children NAEYC	June 2010- July 2017	Approved	Child Development Accreditation Self Study Early Childhood Accreditation Letter
Certified Nursing Assistant	Illinois Department of Public Health	Approved annually. All 6 programs approved	Approval based on the student cluster scores of the exam, and compliance with the IDPH standards	Nurse's Aide Training Programs CNA Corrective Action Plan
Fire Science Officer	Illinois State Fire Marshal	5 Year course approval process	Approved through Dec 2018	Fire Service Officer Fire Service Audit
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education: American Physical Therapy Association – CAPTE	Accreditation April 29, 2009-December 31, 2018	Full Accreditation Status	PTA Self-Study 4-15-08.doc PTA Accreditation Feedback Report
Practical Nursing Certificate	Illinois Department of Financial and Professional Regulation	Approval based on pass rates	Probation 2012 for 2 years. Pass rates must remain above 75% for 2 consecutive years.	IDFPR Nursing Schools LPN Self Study IDFPR Nursing Education Program Pass Rates

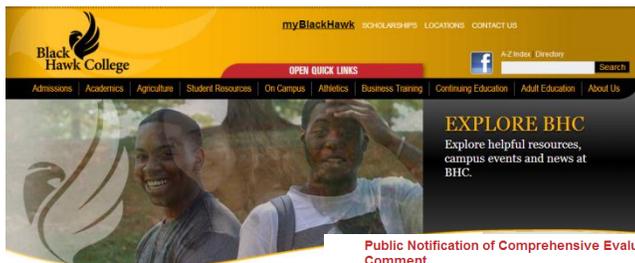
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Commission Policy FDCR.A.10.070

Public Information: Public Notification of Opportunity to Comment

Black Hawk College is in compliance with the Commission's goals and expectations related to notifying key constituents of its relationship with the Higher Learning Commission and of the solicitations of third-party public comment as part of the accreditation process. To ensure compliance, the college has:

- Identified the public constituents and stakeholder groups to be informed about the opportunity to participate in third-party comment (Students, potential students, general public in District 503)
- Selected the appropriate methods for placement of the notice to best reach the identified public constituents and stakeholders
 - ◆ Current Students – myBH web portal announcements, BHC website, and Chieftain Student Newspaper
 - ◆ General Public and Potential Students – BHC website and local newspapers (Daily Dispatch and Star Courier)
- Created appropriate messages for the public disclosure notice(s) for the selected methods of communications
 - ◆ [Quad City Times - Black Hawk College Seeking Public Comments for Accreditation Process](#)
 - ◆ [Quad Cities Online - Black Hawk College Seeking Public Comments for Accreditation Process](#)
- Additional promotion includes public announcements at the Board of Trustees meetings 08/15/2013 and 09/19/2013, emails to BHC alumni, students, and business advisory groups.



Public Notification of Comprehensive Evaluation Visit and Third Party Comment

Black Hawk College is seeking comments from the public about the college in preparation for its quality checkup by its regional accrediting agency.

The college will host a visit Oct. 22-24 by a team from the Higher Learning Commission (HLC) of the North Central Association.

Black Hawk College was first accredited as two separate campuses. The Quad-Cities Campus was accredited in 1951, the East Campus in 1975, and jointly as an entity in 1986.

The HLC team will review the institution's ongoing ability to meet the commission's Criteria for Accreditation.

The public is invited to submit comments regarding the college:

Third-Party Comment on Black Hawk College
The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, Ill. 60604-1411

The public may also submit comments on the commission's [website](#).



North Central Association of Colleges and Schools Commission
on Institution of Higher Education [Higher Learning Commission](#)

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing. All comments must be received by Friday, Sept. 27, 2013.

For more information, please contact Kathy Malcolm, Director for Planning and Institutional Effectiveness, 6600 34th Ave., Moline, Ill. 61265, or malcolmk@bhc.edu or 309-796-5038

HLC Federal Compliance Report

Appendix A: Assignment of Credit Hours

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

Name of Institution: Black Hawk College

Standard Terms

Semester/Trimester Calendar

- Standard Format (14-17 week term)
 - ◆ Part of Term 1: Full 16 week term
 - ◆ Part of Term S: Scott Community College, Full 16 week term
- Compressed Format (4, 8 or other week terms with the semester calendar)
 - ◆ Part of Term 3: First Eight-week term
 - ◆ Part of Term 5: Second Eight-week term
 - ◆ Other:
 - Part of Term 2: Weekend College (14 weeks)
 - Part of Term U: Evening 12 week term
 - Part of Term Z: Miscellaneous
- Summer Term
 - ◆ Part of Term 3: Eight-week term
 - ◆ Part of Term 6R: Four-week July start term
 - ◆ Part of Term 6S: Five-week July start term
 - ◆ Part of Term 6Z: Miscellaneous July starts
 - ◆ Part of Term 7: First Six-week term
 - ◆ Part of Term R: Four-week June start term
 - ◆ Part of Term T: Scott Community College, Seven-week term
 - ◆ Part of Term Z: Miscellaneous June starts
- Type of credit awarded: Semester Credits

Quarter Calendar: N/A

Non-standard Terms: N/A

HLC Federal Compliance Report

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

Term and Length: Summer 2012, Part of Term 3, 8-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	2						2
	# of Meetings	8-16						N/A
	Meeting Length	1hr 50m – 2hrs						N/A
2 Credits	# of Courses			1	1			1
	# of Meetings			N/A	N/A			N/A
	Meeting Length			N/A	N/A			N/A
3 Credits	# of Courses	1		38	5	2		4
	# of Meetings	16		N/A	N/A	N/A		N/A
	Meeting Length	2hrs 45m		N/A	N/A	N/A		N/A
4 Credits	# of Courses			4				1
	# of Meetings			N/A				N/A
	Meeting Length			N/A				N/A
5 Credits	# of Courses							1
	# of Meetings							N/A
	Meeting Length							N/A
8 Credits	# of Courses	1						
	# of Meetings	40						
	Meeting Length	6hrs 30m						

HLC Federal Compliance Report

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

Term and Length: Summer 2012, Part of Term 6R, July Start 4-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	1						
	# of Meetings	20						
	Meeting Length	1hr 29m						
2 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
3 Credits	# of Courses	10		1				
	# of Meetings	16-20		N/A				
	Meeting Length	2hrs 15m – 2hrs 55m		N/A				
4 Credits	# of Courses	5						
	# of Meetings	12-20						
	Meeting Length	2hrs 50m – 5hrs 10m						
5 Credits	# of Courses	1						
	# of Meetings	20						
	Meeting Length	5hrs 40m						

HLC Federal Compliance Report

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

Term and Length: Summer 2012, Part of Term 6S, July Start Scott Community College

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses							
	# of Meetings							
	Meeting Length							
2 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
3 Credits	# of Courses	1						
	# of Meetings	14						
	Meeting Length	4hrs						
4 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
5 Credits	# of Courses	1						
	# of Meetings	39						
	Meeting Length	4hrs 30m						
2.5 Credits	# of Courses	1						
	# of Meetings	10						
	Meeting Length	4hrs 30m						
7 Credits	# of Courses	1						
	# of Meetings	34						
	Meeting Length	6hrs 30m						

HLC Federal Compliance Report

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

Term and Length: Summer 2012, Part of Term 6Z, July Start Miscellaneous

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses							
	# of Meetings							
	Meeting Length							
2 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
3 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
4 Credits	# of Courses	2						
	# of Meetings	11-12						
	Meeting Length	7hrs 30m						
5 Credits	# of Courses							
	# of Meetings							
	Meeting Length							

HLC Federal Compliance Report

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

Term and Length: Summer 2012, Part of Term 7, 6-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses			2				
	# of Meetings			N/A				
	Meeting Length			N/A				
2 Credits	# of Courses					5		
	# of Meetings					N/A		
	Meeting Length					N/A		
3 Credits	# of Courses	19		1		6		
	# of Meetings	12-31		N/A		N/A		
	Meeting Length	1hr 40m – 3hrs 20m		N/A		N/A		
4 Credits	# of Courses	9						
	# of Meetings	12-31						
	Meeting Length	1hr 55m – 3hrs 30m						
5 Credits	# of Courses	1						1
	# of Meetings	25						N/A
	Meeting Length	1hr 50m						N/A
8 Credits	# of Courses							1
	# of Meetings							N/A
	Meeting Length							N/A

HLC Federal Compliance Report

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

Term and Length: Summer 2012, Part of Term R, 4-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	2						
	# of Meetings	19						
	Meeting Length	1hr 29m – 1hr 30m						
2 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
3 Credits	# of Courses	18	1	2				
	# of Meetings	16-20	8	N/A				
	Meeting Length	2hrs 14m – 2hrs 55m	2hrs 20m	N/A				
4 Credits	# of Courses	4						
	# of Meetings	16-20						
	Meeting Length	2hrs 50m – 5hrs 15m						
5 Credits	# of Courses	1						
	# of Meetings	20						
	Meeting Length	5hrs 40m						
6 Credits	# of Courses							1
	# of Meetings							N/A
	Meeting Length							N/A

HLC Federal Compliance Report

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

Term and Length: Summer 2012, Part of Term T, Scott Community College

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	2						
	# of Meetings	14-22						
	Meeting Length	1hr – 1hr 29m						
2 Credits	# of Courses	1		2				
	# of Meetings	19		N/A				
	Meeting Length	N/A		N/A				
3 Credits	# of Courses	11		1				
	# of Meetings	8-15		N/A				
	Meeting Length	4 hrs – 5hrs 50m		N/A				
4 Credits	# of Courses	1						
	# of Meetings	8						
	Meeting Length	N/A						
5 Credits	# of Courses	3						
	# of Meetings	36						
	Meeting Length	4hrs 45m – 7hrs						
1.5 Credits	# of Courses	2						
	# of Meetings	31						
	Meeting Length	N/A						
7 Credits	# of Courses	1						
	# of Meetings	34						
	Meeting Length	4hrs						

HLC Federal Compliance Report

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

Term and Length: Summer 2012, Part of Term Z, Miscellaneous

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	5					1	
	# of Meetings	8-12					4	
	Meeting Length	1hr – 4hrs					7hrs 30m	
2 Credits	# of Courses	2						
	# of Meetings	8-10						
	Meeting Length	3hrs 45m – 7hrs 59m						
3 Credits	# of Courses	13	1			3		1
	# of Meetings	7-31	10			N/A		N/A
	Meeting Length	1hr 50m – 4hrs 30m	3hrs			N/A		N/A
4 Credits	# of Courses	6					1	2
	# of Meetings	16-34					10	N/A
	Meeting Length	1hr 44m – 4hrs 20m					8hrs 30m	N/A
5 Credits	# of Courses	2	1					1
	# of Meetings	20-27	20					N/A
	Meeting Length	2hrs 20m – 4hrs	4hrs					N/A
8 Credits	# of Courses							2
	# of Meetings							N/A
	Meeting Length							N/A

HLC Federal Compliance Report

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

Term and Length: Fall 2012, Part of Term 1, 16-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	18		1		11		6
	# of Meetings	17-31		17		N/A		N/A
	Meeting Length	50m – 1hr 50m		50m		N/A		N/A
2 Credits	# of Courses	15		1	1	7		2
	# of Meetings	17-80		17	N/A	N/A		N/A
	Meeting Length	50m – 2hrs 40m		50m	N/A	N/A		N/A
3 Credits	# of Courses	154	15	5	2	17	1	6
	# of Meetings	17-48	17-48	17	N/A	N/A	16	N/A
	Meeting Length	50m – 3hrs	50m – 4hrs	2hrs 10m – 2hrs 50m	N/A	N/A	1hr	N/A
4 Credits	# of Courses	44	10	1		3		6
	# of Meetings	17-65	17-65	17		N/A		N/A
	Meeting Length	50m – 4hrs	50m – 2hrs	50m		N/A		N/A
5 Credits	# of Courses	12	1					1
	# of Meetings	17-80	31					N/A
	Meeting Length	50m – 3hrs 15m	2hrs 30m					N/A

HLC Federal Compliance Report

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

Term and Length: Fall 2012, Part of Term 1, 16-Week Session (continued)

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
0.5 Credits	# of Courses	2						
	# of Meetings	17						
	Meeting Length	50m						
6 Credits	# of Courses							1
	# of Meetings							N/A
	Meeting Length							N/A
8 Credits	# of Courses					1		
	# of Meetings					N/A		
	Meeting Length					N/A		
10 Credits	# of Courses	4						
	# of Meetings	32-65						
	Meeting Length	1hr 50m – 2hrs 50m						

HLC Federal Compliance Report

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

Term and Length: Fall 2012, Part of Term 2, Weekend College14-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses							
	# of Meetings							
	Meeting Length							
2 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
3 Credits	# of Courses						1	
	# of Meetings						14	
	Meeting Length						3hrs 14m	
4 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
5 Credits	# of Courses							
	# of Meetings							
	Meeting Length							

HLC Federal Compliance Report

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

Term and Length: Fall 2012, Part of Term 3, First 8-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	2				4		
	# of Meetings	16-31				N/A		
	Meeting Length	1hr – 1hr 15m				N/A		
2 Credits	# of Courses	4						
	# of Meetings	15-23						
	Meeting Length	1hr 50m – 2hrs 30m						
3 Credits	# of Courses	3						
	# of Meetings	15-39						
	Meeting Length	50m – 3hrs 50m						
4 Credits	# of Courses	3	1					
	# of Meetings	15-39	23					
	Meeting Length	50m – 2hrs 50m	1hr 40m					
5 Credits	# of Courses	2						
	# of Meetings	15						
	Meeting Length	3hrs 20m						
7 Credits	# of Courses	1						
	# of Meetings	23						
	Meeting Length	3hrs – 6hrs						
8 Credits	# of Courses	1		1				
	# of Meetings	39		24				
	Meeting Length	6hrs 30m		3hrs 50m – 4hrs				

HLC Federal Compliance Report

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

Term and Length: Fall 2012, Part of Term 5, Second 8-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	1				4		
	# of Meetings	17				N/A		
	Meeting Length	1hr 40m				N/A		
2 Credits	# of Courses	1						
	# of Meetings	17						
	Meeting Length	1hr 50m						
3 Credits	# of Courses	7						
	# of Meetings	17-42						
	Meeting Length	50m – 3hrs 50m						
4 Credits	# of Courses	5	1					
	# of Meetings	17-42	26					
	Meeting Length	50m – 1hr 50m	1hr 40m					
5 Credits	# of Courses	2						
	# of Meetings	16-17						
	Meeting Length	3hrs 20m						
8 Credits	# of Courses	2		1				
	# of Meetings	25-42		25				
	Meeting Length	3hrs 30m – 6hrs 30m		3hrs 50m – 4hrs				

HLC Federal Compliance Report

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

Term and Length: Fall 2012, Part of Term S, Scott Community College 17-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	6		1				
	# of Meetings	3-17		N/A				
	Meeting Length	1 hr – 5hrs 20m		N/A				
2 Credits	# of Courses	8		2				
	# of Meetings	4-61		N/A				
	Meeting Length	1hr – 6hrs		N/A				
3 Credits	# of Courses	34						5
	# of Meetings	4-46						N/A
	Meeting Length	1hr – 6hrs						N/A
4 Credits	# of Courses	8		1				1
	# of Meetings	9-39		N/A				N/A
	Meeting Length	1hr 30m		N/A				N/A
5 Credits	# of Courses	6						1
	# of Meetings	18-46						N/A
	Meeting Length	2hrs 30m – 9hrs						N/A
6 Credits	# of Courses	1						
	# of Meetings	62						
	Meeting Length	1hr 30m – 3hrs						
7 Credits	# of Courses	1						
	# of Meetings	34-35						
	Meeting Length	6hrs 30m						

HLC Federal Compliance Report

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

Term and Length: Fall 2012, Part of Term U, 12-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	2						
	# of Meetings	25						
	Meeting Length	1hr 10m						
2 Credits	# of Courses	1						
	# of Meetings	13						
	Meeting Length	2hrs 14m						
3 Credits	# of Courses	31	2	1				
	# of Meetings	11-26	13	11-12				
	Meeting Length	1hr 40m – 3hrs 25m	3hrs 25m	3hrs 25m				
4 Credits	# of Courses	6	1					
	# of Meetings	24-26	26					
	Meeting Length	1hr 50m – 3hrs 30m	2hrs 20m					
5 Credits	# of Courses							
	# of Meetings							
	Meeting Length							

HLC Federal Compliance Report

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

Term and Length: Fall 2012, Part of Term Z, Miscellaneous

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	12						
	# of Meetings	5-87						
	Meeting Length	50m – 4hrs 59m						
2 Credits	# of Courses	6					1	
	# of Meetings	10-87					9	
	Meeting Length	50m – 5hrs					7hrs 30m	
3 Credits	# of Courses	34					1	
	# of Meetings	5-102					13	
	Meeting Length	42m – 9hrs 27m					7hrs 30m	
4 Credits	# of Courses	8						
	# of Meetings	61-89						
	Meeting Length	42m – 1hr 50m						
5 Credits	# of Courses	1						2
	# of Meetings	46						N/A
	Meeting Length	2hrs 50m						N/A
0.5 Credits	# of Courses	3						
	# of Meetings	3-87						
	Meeting Length	46m – 4hrs 59m						

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term 1, 16-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	11		7		14	1	2
	# of Meetings	15-35		N/A		N/A		N/A
	Meeting Length	50m – 2hrs 30m		N/A		N/A		N/A
2 Credits	# of Courses	12		4	1	11		2
	# of Meetings	17-50		18	N/A	N/A		N/A
	Meeting Length	50m – 2hrs 30m		50m	N/A	N/A		N/A
3 Credits	# of Courses	160	12	76	2	21		8
	# of Meetings	16-96	16-35	16	N/A	N/A		N/A
	Meeting Length	50m – 2hrs 50m	50m – 1hr 50m	3hrs 25m	N/A	N/A		N/A
4 Credits	# of Courses	48	9	6		5		8
	# of Meetings	16-85	15-52	18		N/A		N/A
	Meeting Length	50m – 6hrs	50m – 2hrs	50m		N/A		N/A
5 Credits	# of Courses	16						
	# of Meetings	16-85						
	Meeting Length	50m – 4hrs 14m						
6 Credits	# of Courses							1
	# of Meetings							N/A
	Meeting Length							N/A
10 Credits	# of Courses	4						
	# of Meetings	33-67						
	Meeting Length	1hr 50m – 4hrs 30m						

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term 2, Weekend College15-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses							
	# of Meetings							
	Meeting Length							
2 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
3 Credits	# of Courses						1	
	# of Meetings						15	
	Meeting Length						4hrs 20m	
4 Credits	# of Courses						1	
	# of Meetings						15	
	Meeting Length						4hrs 30m	
5 Credits	# of Courses							
	# of Meetings							
	Meeting Length							

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term 3, First 8-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	9		1				
	# of Meetings	6-14		N/A				
	Meeting Length	50m – 2hrs		N/A				
2 Credits	# of Courses	3		2				
	# of Meetings	7		N/A				
	Meeting Length	5hrs 30m		N/A				
3 Credits	# of Courses	17	4	7			1	
	# of Meetings	8-38	14-22	N/A			7	
	Meeting Length	50m – 4hrs	1hr – 2hrs	N/A			59m	
4 Credits	# of Courses	2	2					
	# of Meetings	30-38	22-30					
	Meeting Length	1hr 50m – 2hrs 40m	1hr – 3hrs 20m					
5 Credits	# of Courses	2						2
	# of Meetings	14-16						N/A
	Meeting Length	3hrs 20m – 3hrs 30m						N/A
1.5 Credits	# of Courses		2					
	# of Meetings		8-16					
	Meeting Length		50m – 1hr 40m					

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term 3, First 8-Week Session (continued)

7 Credits	# of Courses	1						
	# of Meetings	22						
	Meeting Length	3hrs – 6hrs						
8 Credits	# of Courses	2						1
	# of Meetings	24-38						N/A
	Meeting Length	3hrs 50m – 6hrs 30m						N/A

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term 5, Second 8-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	1				1		
	# of Meetings	9				N/A		
	Meeting Length	50m				N/A		
2 Credits	# of Courses			2				
	# of Meetings			N/A				
	Meeting Length			N/A				
3 Credits	# of Courses	5	3	6		1		1
	# of Meetings	18-42	18-35	N/A		N/A		N/A
	Meeting Length	50m – 4hrs	50m – 2hrs	N/A		N/A		N/A
4 Credits	# of Courses	1	1					
	# of Meetings	18	25					
	Meeting Length	1hr 40m	1hr 40m					
5 Credits	# of Courses	2						2
	# of Meetings	7				4		N/A
	Meeting Length	3hrs 20m – 3hrs 50m				N/A		N/A
0.5 Credits	# of Courses	1				N/A		
	# of Meetings	9						
	Meeting Length	1hr 40m						

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term 5, Second 8-Week Session (continued)

7 Credits	# of Courses	1						
	# of Meetings	25						
	Meeting Length	3hrs – 6hrs						
8 Credits	# of Courses	2				1		1
	# of Meetings	24-42				N/A		N/A
	Meeting Length	3hrs 50m – 6hrs 30m				N/A		N/A

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term M, Minimester 3-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	1		2				
	# of Meetings	7		N/A				
	Meeting Length	2hrs 30m		N/A				
2 Credits	# of Courses	1						
	# of Meetings	13						
	Meeting Length	N/A						
3 Credits	# of Courses	7		10				1
	# of Meetings	12		N/A				N/A
	Meeting Length	1hr 50m – 3hrs 59m		N/A				N/A
4 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
5 Credits	# of Courses							
	# of Meetings							
	Meeting Length							
0.5 Credits	# of Courses	1						
	# of Meetings	2						
	Meeting Length	4hrs						

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term S, Scott Comm. College 18-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	7		1				
	# of Meetings	11-33		N/A				
	Meeting Length	59m – 2hrs		N/A				
2 Credits	# of Courses	13		2				
	# of Meetings	16-33		N/A				
	Meeting Length	59m – 4hrs		N/A				
3 Credits	# of Courses	33		2				5
	# of Meetings	10-50		N/A				N/A
	Meeting Length	59m – 9hrs		N/A				N/A
4 Credits	# of Courses	8	2	1		1		
	# of Meetings	19-50	18	N/A		N/A		
	Meeting Length	2hrs 29m – 5hrs 40m	1hr 59m	N/A		N/A		
5 Credits	# of Courses	6						
	# of Meetings	34-42						
	Meeting Length	3hrs 40m – 5hrs 40m						
6 Credits	# of Courses	1		1				
	# of Meetings	35		N/A				
	Meeting Length	5hrs 40m		N/A				
7 Credits	# of Courses	1						
	# of Meetings	34						
	Meeting Length	6hrs 30m						

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term U, Evening 16-Week Session

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	1						
	# of Meetings	30						
	Meeting Length	1hr 10m						
2 Credits	# of Courses	2						
	# of Meetings	29-30						
	Meeting Length	1hr 10m						
3 Credits	# of Courses	30	1					
	# of Meetings	13-30	13					
	Meeting Length	1hr 40m – 3hrs 25m	3hrs 25m					
4 Credits	# of Courses	5	1					
	# of Meetings	29-30	30					
	Meeting Length	2hrs 20m – 3hrs 10m	2hrs 20m					
5 Credits	# of Courses	1						
	# of Meetings	15						
	Meeting Length	3hrs 25m						

HLC Federal Compliance Report

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

Term and Length: Spring 2013, Part of Term Z, Miscellaneous

# Credits Awarded	Instructional Time	Courses Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Correspondence Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship / Practicum Courses
1 Credit	# of Courses	11		4		1		4
	# of Meetings	4-94		N/A		N/A		N/A
	Meeting Length	44m – 3hrs 59m		N/A		N/A		N/A
2 Credits	# of Courses	7				2		1
	# of Meetings	10-102				N/A		N/A
	Meeting Length	44m – 5hrs				N/A		N/A
3 Credits	# of Courses	36	2	3		1		1
	# of Meetings	5-98	20-41	N/A		N/A		N/A
	Meeting Length	32m – 4hrs	1hr – 1hr 50m	N/A		N/A		N/A
4 Credits	# of Courses	11	1	1				
	# of Meetings	39-96	52	N/A				
	Meeting Length	44m – 2hrs 50m	1hr – 2hrs 10m	N/A				
5 Credits	# of Courses	2						
	# of Meetings	56-95						
	Meeting Length	24m – 1hr 25m						
0.5 Credits	# of Courses	2				2		
	# of Meetings	2-10				N/A		
	Meeting Length	46m – 4hrs 59m				N/A		
8 Credits	# of Courses	3						
	# of Meetings	69-85						
	Meeting Length	1hr – 1hr 59m						