

## I - Institutional Information

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O 4. List all accredited programs (as they appear in your catalog).

*Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.*

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

### QA Report

**Status:** Not Started | **Due Date:** Not Set

#### Assigned To

Not Assigned

### Institution Response

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O 2. Institution Name: Harold Washington College Date February 24, 2014  
Address: 30 East Lake Street, Chicago, IL 60601

O 3. Year Accredited/Reaffirmed: April / 2012 This Report Covers Years: 2012-2013

O 4. List All Accredited Programs (as they appear in your catalog):

*Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted*

Accounting  
Business Administration  
Management and Marketing  
Hospitality Management

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Not Applicable. All of the programs in our business unit are accredited by the ACBSP.

O 6. List all campuses that a student can earn a business degree from your institution:  
Harold Washington College campus, 30 East Lake Street, Chicago, IL 60601

O 7. Person completing report Name: Bridgette Mahan, Chair, Business Department  
Phone: 312- 553-3113  
E-mail address: bmahan@ccc.edu  
ACBSP Champion name: Bridgette Mahan  
ACBSP Co-Champion name:

## Sources

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*There are no sources.*

## II - Status Report on Conditions and Notes

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O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition:

### QA Report

**Status:** Not Started | **Due Date:** Not Set

#### Assigned To

Not Assigned

### Institution Response

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We are requesting the removal of Note on Standard Four, Criterion 4.1: Although the business unit has developed as assessment program, the business unit needs to systematically deploy the process across all programs. This process needs to be expanded to include course-specific data that is linked to program outcomes.

To address this concern, Harold Washington College has adopted the Quality Initiative (See the Appendix for additional documentation). The Quality Initiative is through Harold Washington College's regional accreditor, The Higher Learning Commission. This initiative is critical for the College because understanding the overall student learning outcomes of an academic program (as opposed to specific courses or general education outcomes) is critical to maintaining relevancy and to ensure that students who complete a program will be able to find employment or transfer to a four-year institution. These goals align with City Colleges of Chicago's first two reinvention goals which state 1) increase the number of students earning college credentials of economic value; and 2) increase the rate of transfer to bachelor's degree programs following City College of Chicago (CCC) graduation.

The academic core of Harold Washington College is to ensure that that the curriculum is relevant and to ensure that students who demonstrate learning outcome will move to careers and/or further academic achievement. Without relevant and rigorous curriculum in place, students do not have the opportunity to succeed. Relevant curriculum needs to be analyzed and developed by faculty with the input of external stakeholders (i.e. potential employers, industry subject matter experts, agencies, etc.).

Harold Washington College has an exemplary assessment program (the College was the winner of the 2013 Council of Higher Education Accreditation Award for Outstanding Institutional Practice in Student Learning Outcomes). To date, the assessment program has focused on assessing general education learning outcomes. However, the assessment program is expanding its focus to address learning outcomes in other areas besides general education. An assessment Calendar can be found at [http://www.ccc.edu/colleges/washington/departments/Documents/HWC\\_Assessment\\_Plans\\_2012-2019.pdf](http://www.ccc.edu/colleges/washington/departments/Documents/HWC_Assessment_Plans_2012-2019.pdf). For example, during the Fall of 2013, Oral Communication will be assessed with a college-wide data sample. The assessment committee is also working on creating student learning outcomes for information literacy.

In the Spring of 2013, three departments began investigating departmental assessment. Three pilot programs participated: Humanities, Art and Architecture, and Applied Science. Each department focused on specific

assessment issues in their respective departments. As part of this initiative, in 2014, the Business Department will also reevaluate departmental assessment goals.

All courses at Harold Washington College have student learning outcomes that are specific and measurable. They are written to identify what a student will be able to do after learning the course work. However, learning outcomes have not been developed at the program level. The question has not been asked what a student will be able to do after completing an AAS in Management/Marketing or an after completing an AAS in Computer Information Systems.

The purpose of the Quality Initiative project is to 1) Analyze all existing programs and sunset the ones that are not relevant; 2) Create program level outcomes for the remaining programs; and 3) Develop a program/course matrix that identifies in which courses the program learning outcomes are initiated, reinforced, and mastered. The results of this initiative will be to identify which courses and programs need to be updated in the 2015-2016 academic year. As part of this initiative, the Business Department has designated two faculty members to participate in this college-wide assessment process and to include, analyze and evaluate course-specific data that is linked to business program outcomes.

## Sources

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*There are no sources.*

### III - Public Information

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O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Program Results: Such as what you report in Standard 4, graduation rates, retention rates, job placement, etc. How do you make the results public?

#### QA Report

**Status:** Not Started | **Due Date:** Not Set

#### Assigned To

Not Assigned

#### Institution Response

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In mid-2012, College to Careers was launched at Harold Washington College. With a focus on Business, Professional Services and Entrepreneurship, this initiative has redefined Harold Washington as the “Business School” and focused resources on aligning the curriculum with key industry requirements in sectors with high growth potential. To carry out this mission there were several organizational changes. The dean of Careers was replaced with a College to Careers Dean with a background and focus on business. The dean is supported by an Associate Dean, the Director of Workforce Partnerships, and the director of Career Planning and Placement along with several part-time staff. This addition of full-time staff has provided the resources and focus to move the programs forward in a significant way.

#### Sources

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*There are no sources.*

## 1 - Standard 1 Leadership

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### Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

### QA Report

**Status:** Not Started | **Due Date:** Not Set

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### Assigned To

Not Assigned

### Institution Response

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See Appendix: Partner Engagement – College to Careers review. This report highlights the success College to Careers has experienced since its inception in building relationships with business industry partners to ensure greater career and academic success for Harold Washington College students

### Sources

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*There are no sources.*

## 2 - Standard 2 Strategic Planning

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This standard is not typically addressed in the QA report. This is used as a placeholder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

### QA Report

**Status:** Not Started | **Due Date:** Not Set

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**Assigned To**  
Not Assigned

### Institution Response

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*There is no response.*

### Sources

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*There are no sources.*

## 3 - Standard 3 Student and Stakeholder Focus

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Complete the table for Standard 3 - Student- and Stakeholder-Focused Results, found under the Evidence File tab above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process in your QA report.

### QA Report

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**  
Not Assigned

### Institution Response

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[City Colleges of Chicago -Harold Washington\\_QA\\_Report\\_Associate\\_Degree-2014 Report Final 20140304](#)

See pages 7-9

### Sources

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- City Colleges of Chicago -Harold Washington\_QA\_Report\_Associate\_Degree-2014 Report Final 20140304



## 4 - Standard 4 Measurement and Analysis of Student Learning and Performance

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- a. **Program Outcomes.** List outcomes by accredited programs. Program outcomes should be used as part of a student learning assessment plan and be measurable.

AAS

AS

AS Accounting, etc.

- b. **Performance Results.** Complete the table for Standard 4 Student Learning Results (required for each accredited program) found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

### QA Report

**Status:** Not Started | **Due Date:** Not Set

#### Assigned To

Not Assigned

### Institution Response

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[City Colleges of Chicago -Harold Washington\\_QA\\_Report\\_Associate\\_Degree-2014 Report Final 20140304](#)

See pages 11-13

### Sources

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- City Colleges of Chicago -Harold Washington\_QA\_Report\_Associate\_Degree-2014 Report Final 20140304

## 5 - Standard 5 Faculty and Staff Focus

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- a. **Faculty and Staff Focus** Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process.
- b. **Faculty Qualifications** Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** found under the Evidence File above. This table is for **new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

### QA Report

Status: Not Started | Due Date: Not Set

**Assigned To**  
Not Assigned

### Institution Response

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[City Colleges of Chicago -Harold Washington\\_QA\\_Report\\_Associate\\_Degree-2014 Report Final 20140304](#)

See pages 13-20

### Sources

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- City Colleges of Chicago -Harold Washington\_QA\_Report\_Associate\_Degree-2014 Report Final 20140304

## 6 - Standard 6 Educational and Business Process Management

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### a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary found under the Evidence File tab above.
2. List any **new degree programs** that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

*Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.*

3. List any accredited programs that have been terminated since your last report.

**Note: If you do not have any new or revised programs, you do not need to complete Table 6 Curriculum Summary.**

4. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

## QA Report

**Status:** Not Started | **Due Date:** Not Set

### Assigned To

Not Assigned

## Institution Response

[City Colleges of Chicago -Harold Washington\\_QA\\_Report\\_Associate\\_Degree-2014 Report Final 20140304](#)

See pages 20-23

## Sources

- City Colleges of Chicago -Harold Washington\_QA\_Report\_Associate\_Degree-2014 Report Final 20140304