

# City Colleges of Chicago-Harold Washington College - IL

HLC ID 1118

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OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/1/2018

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## Context and Nature of Review

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### Visit Date

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10/1/2018

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)
  
- Federal Compliance 2018

## Institutional Context

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Founded in 1962 as Loop Junior College, the institution was renamed Harold Washington College after the first African-American Mayor of Chicago in 1987. Harold Washington College (HWC) is one of the seven colleges of the City Colleges of Chicago District (CCC). Located in Chicago's loop, HWC serves a diverse student body (in 2017, 41.3 percent Hispanic, 31.1 percent Black, 13.5 percent White, 9.2 percent Asian, 3.4 percent Multi-racial non-Hispanic, and 0.1 percent American Indian), who commute from all over the Chicago area. Because of HWC's location, its funding sources, and its membership in the CCC system, HWC faces a number of unique challenges and possibilities.

Located in the city-center, the college is land-locked, a problem exacerbated by the fact that its eleven-story "campus" building does not have the structural strength for upward expansion. Among other challenges, students face the costs of parking and public transportation, addressed by providing full-time students a pass for free public transportation during the time of their enrollment. But, opportunities also abound in the Loop and HWC has worked hard to maximize those opportunities. These include numerous business partnerships that involve program development, work-based learning, internships, and employment opportunities for students. The location was also instrumental in Harold Washington College being appointed CCC's College to Careers hub for education in business, entrepreneurship, and professional services.

HWC is funded through tax dollars from the State of Illinois and the City of Chicago, tuition, and grants. Because of

the financial crisis in Illinois, the CCC system went almost three years without state funding. This created a financial crisis throughout the system and the entire state. The decline in enrollment and accompanying lost tuition increased shortfalls. The District Office and all of the colleges went through a period of reduction in force. With the sale of the district office building and return of some state funding, both CCC and HWC are moving to recreate themselves in light the new budget realities and significant changes in leadership, including a new CCC system Chancellor and a new HWC President in the last year.

As one of the City Colleges, HWC benefits from shared expertise, central budget management, and a wide outreach. However, being part of the system can also create tensions and opaque borders of authority between the college and the system and the college and the sister colleges. HWC demonstrates an ability to navigate these situations, to maintain its identity, to facilitate shared governance, and to center itself on its mission as “a student-centered institution that empowers all members of its community through accessible and affordable academic advancement, career development and personal enrichment.”

(The Introduction written by Harold Washington College can be found in the Addendum)

## **Interactions with Constituencies**

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### **TRUSTEES**

- Trustee, Chair
- Trustee

### **CHANCELLOR**

- Chancellor

### **PRESIDENT’S CABINET**

- President
- Vice President of Academic and Student Affairs
- Vice President of Finance and Operations
- Dean of Instruction
- Dean of Student Services
- Human Resources Business Partner

### **COMMUNITY MEMBERS**

- Advisory Council, Senior Vice President, Human Resources, AON
- Advisory Council, Associate Vice President, Fifth Third Bank
- Advisory Council, Child Development Program, Roosevelt University
- Advisory Council, Child Development, Truman College
- Advisory Council, Dean, Truman College

### **ADMINISTRATION**

- Assistant Director of Security
- Assistant Registrar
- Assistant Registrar
- Associate Dean of Advising and Transition Services

- Associate Dean of Careers and Continuing Education
- Associate Dean of Instruction
- Associate Dean of Instruction
- Associate Dean of Student Services
- Business Manager
- Executive Director of Academic Tech and Online Learning
- Financial Aid, Assistant Director
- Financial Aid, Director
- Goldman Sachs 10,000 Small Business, Executive Director
- Information Technology Director
- Instructional Design Manager
- Instructional Design Manager
- Office of Information Technology Director
- Registrar
- Research and Planning, Assistant Director
- Transfer Center Director
- Wellness Center Director

## **FACULTY**

- Architecture, Program Coordinator
- Art and Architecture
- Art and Architecture, Chair, Online Coordinator
- Art and Architecture, Faculty Council President
- Assessment Committee
- Assessment Committee
- Assessment Committee, Chair
- Associate Professor
- Biology
- Biology
- Biology
- Biology, Assessment Committee Secretary
- Biology, Chair
- Biology, Faculty Council
- Business
- Business and Legal Clinic
- Business, Adjunct
- Business/CIS, Co-Chair
- Child Development
- Child Development, Coordinator, Assessment Committee
- Child Development, Adjunct
- Child Development, Faculty Champion, Online Assessment
- Department Chair
- English
- English
- English Language Learning, World Languages, Academic Online
- English, Faculty Council Secretary
- English, IRB, Criterion 2 Chair
- Grants Analysis
- Humanities

- Humanities and Music, Local 1600 Grievance Rep, FC4, Faculty Council
- Humanities, Assessment Committee
- Humanities, Chair
- Humanities, Online Coordinator
- Librarian
- Mathematics
- Mathematics
- Mathematics
- Mathematics, Assessment Committee
- Online Learning, Assessment Coordinator
- Physics
- Physics, Academic Online Coordinator
- Social and Applied Science, Academic Online Coordinator
- Social and Applied Science, Co-Chair
- World Language

## **STAFF**

- Academic Support Services Coordinator
- Biology Laboratory
- Biology Laboratory, Support Staff
- Building Coordinator
- Career Advisor
- Career Advisor
- Clinical Counselor, Wellness Center
- College Administration Assistant, Academic Affairs Vice President
- College Advisor, Advising Department
- College Assistant, Academic Affairs
- College Clerical Assistant II
- College Financial Aid Advisor II
- College Lab Assistant II, Art and Architecture
- College Lab Assistant II, Art and Architecture
- College Lab Assistant II, Local 1708 Representative
- Disability Access Center, Director
- Early College—Office of Instruction
- Early College—Office of Instruction
- Facilities
- Housekeeping, Local 73 Representative
- Information Technology, Manager
- Lead Office Administrative Assistant I, College Admissions, Local 1708 Representative
- Project Laboratory, Coordinator, Physical Science
- SAS Department, Clerical
- Security, Local 1600 Representative
- Technology Integration Specialist (TIS)
- Transfer Center, Director
- Veteran Services, Specialist

## **STUDENT**

- Work Study CCC Student
- United Nations Association

- United Nations Association
- United Nations Association
- Pride Alliance
- Student
- Student Government Association
- Student Senator, Student Debate Society Founder
- Chemistry, Student Government Association, STEMS UP
- Undecided, ACE Club President
- Business, Economics
- Student Senator
- SGA, Senate Chair, STEMS UP

## Additional Documents

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Art and Architecture <http://www.ccc.edu/colleges/washington/departments/Pages/Art-and-Architecture.aspx>

HLC Comprehensive Evaluation [http://www.ccc.edu/colleges/washington/site/Pages/HWC\\_Accreditation.aspx](http://www.ccc.edu/colleges/washington/site/Pages/HWC_Accreditation.aspx)

Board of Trustees <http://www.ccc.edu/departments/Pages/Board-of-Trustees.aspx>

Chancellor <http://www.ccc.edu/colleges/washington/menu/Pages/Chancellor.aspx>

President and Leadership Team <http://www.ccc.edu/colleges/washington/menu/Pages/Leadership.aspx>

About the College—ACBSP Accreditation <http://www.ccc.edu/colleges/washington/menu/Pages/About-the-College.aspx>

Business Program—ACBSP Accreditation <http://www.ccc.edu/colleges/washington/departments/Pages/Business-and-Computer-Information-Systems.aspx>

HWC Military and Veteran Student Benefits <http://www.ccc.edu/colleges/washington/services/Pages/Military-and-Veteran-Educational-Benefits.aspx>

HWC Veterans Services Center <http://www.ccc.edu/colleges/washington/departments/pages/veterans-services.aspx>

HWC-VA Checklist <http://www.ccc.edu/colleges/washington/departments/Documents/HWC-VA%20Checklist%2008082017%20PC.pdf>

SGA Facebook Profile—Gubernatorial Event

Assessment Folder

- HWC Mission Statement and Core Values Bookmark
- The Assessment Times, Spring 2018
- Assessment Committee SuperCharge 2018-2019
- Closing the Loop HWC General Education Assessment Plans: Spring 2016 – Fall 2022
- HWC Assessment Committee PowerPoint

CCC Education That Works Without all of the Debt, Orientation Packet

- CCC Active Shooter Guide

- HWC Safety Tips
- HWC Financial Obligations handout (rev. 5/2/2018)
- Nelnet Tuition Smarter pamphlet
- CCC Tuition Payment Plan (WaysToPay) handout
- HWC 2016 Security Report availability announcement letter/Sexual Assault Support Flier
- Student Resources Quick Guide
- New Student Orientation booklet (April 4, 2018)

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

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Met

### Evidence

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In 2016, HWC embarked on a college-wide process to revisit and revise its mission, which ensured that the college community understood and supported it. During the site visit, faculty described the mission development process, explaining how it had included multiple stakeholders. This process began with a list of values and proceeded to engage students, staff, faculty and administrators to generate the right language for the mission. The evidence showed that 84 percent of college stakeholders (faculty, administrators, staff, and students) fully supported the revised language for the mission statement. Once it received such high approval, the new mission statement was presented during the State of the College Address, and it was fully approved by Board of Trustees at its October 2017 meeting.

Evidence indicates that the mission, which includes embracing human diversity, care for the whole student, and responsive and relevant education, drives the college's operations. For example, the college requires at least one Human Diversity course as part of degree requirements and offers over 80 such courses. HWC has ramped up its College to Career Programs and demonstrated its focus on the Business Department by hiring six full-time faculty and developing 11 new business programs over the last six years. Further, students have access to a Wellness Center and Legal Clinic on campus. Finally, in the zero-based budget allocation process, requests for funds must include ties to the mission of HWC.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Evidence

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Since the presentation of the newly-supported mission statement at the State of the College Address in 2017, HWC has embarked on a marketing campaign to assure the mission is accessed by internal and external stakeholders. At the college address, bookmarks with the mission statement were distributed to all in attendance. These same bookmarks have been distributed during the beginning of the semester at the library and through the bookstore. In addition, about 85 Chicago Public School counselors and other community organization employees received the bookmarks at a college-sponsored event. The mission and core values are posted throughout the building and on strategically-placed LCD screens. The mission is also printed on several college documents such as the faculty handbook, and it is easily found in the College's website.

The mission is current, having been board approved in 2017. It clearly states that the institution is "student-centered" and highlights its open access approach. In addition, it explicitly states that the institution provides "affordable academic advancement, career development and personal enrichment." HWC's mission builds on City Colleges of Chicago's mission statement which clearly states that the institution is intended to serve the "diverse student populations in Chicago."

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Evidence

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The core value to "embrace human diversity" is included in HWC's mission statement, and evidence is provided to support this assertion. Its student support staff collectively speak 15 different languages as of 2017. All students must take at least one course to fulfill the Human Diversity requirement; these courses are required to deliver content with at least 50 percent of the curriculum addressing diversity. The college has over 80 courses available to students to fulfill this requirement. During faculty-only sessions, faculty members expressed that one of the reasons they enjoy working at HWC is the diversity of its student population and the opportunity to work with such a student body.

HWC is a Hispanic-Serving Institution and is currently seeking a federal grant to address the needs of these students. HWC also acknowledges that there is a disparity between its Latino students (which make up the largest ethnic group at 41.3 percent of enrollment) and its Latino employees (which make up about 14 percent of its staff). College personnel indicated that they have attempted to reach diverse professional networks to advertise open positions. We encourage the College to continue working on closing this disparity as it is important to the College.

Other examples of the college's commitment to embracing human diversity include clubs such as Pride Alliance, workshops such as Transgender Rights, Identity, and Discrimination, and centers such as the Disability Access Center (which serves 300 students per year). In addition, the college has developed and provided workshops around cultural competence to help employees better understand all students. Finally, HWC has released at least two statements to the college community reassuring them of its support of its DACA students.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Evidence

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By Illinois law, HWC's purpose is to provide educational opportunities to the public in Chicago and the State of Illinois. It is an open access institution, and its admissions requirements clearly state so. Its online course offering has grown with 25,000 students from the city and the state enrolling in their online courses over the last 6 years. The College encourages its students to serve the public as well. As one example, the Student Government Association (SGA) organized and hosted an Illinois Gubernatorial Candidates Forum in January 2018 at the college.

As a public community college, HWC meets this subcomponent.

HWC is engaged with four-year institutions in Illinois. Transfer agreements with universities have helped more than half (56 percent) of degree completers at HWC transfer to these institutions. HWC actively engages the local business community. It has partnered with businesses, such as AON, to provide work-based learning to its students. The college does public good in its downtown Chicago location by serving as a Warming Center, a Cooling Center, and a local polling place. It also provides free tax preparation. These are examples by which the college fulfills its mission to "build community" and "foster global citizenship for social justice."

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Evidence**

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The mission of HWC clearly outlines the charge of the college, and it is found on the website and numerous locations throughout the campus building. In addition, upon the adoption of the mission statement in 2017, the college embarked on a marketing effort to highlight the mission to the college via the State of the College Address, to students via bookmark gifts at the library and through the bookstore, and to external stakeholders such as to high school counselors at conferences. HWC's mission is reflected in its open access policy. Also, it guides its educational delivery by tapping into online education for the entire state and further developing its Business Department to invigorate the local economy. In sessions with college personnel, college members knew the mission and supported it vocally. They also displayed an understanding that the college's budget decisions would be grounded in its mission. Finally, HWC upholds diversity by supporting its students through LGBTQ groups, DACA statements of support, and a dedicated Disability Access Center.

## **2 - Integrity: Ethical and Responsible Conduct**

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The institution acts with integrity; its conduct is ethical and responsible.

### **2.A - Core Component 2.A**

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### **Rating**

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Met

#### **Evidence**

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Led by the City Colleges of Chicago (CCC) Board of Trustees (BOT), Chancellor, and Provost, and HWC's President and Executive Council, Harold Washington College operates with integrity in its personnel functions. The CCC Ethics Policy serves as the baseline for establishing and maintaining ethical standards. Members of the BOT, district and college administrations, faculty, and staff, including work-study students, must complete mandatory ethics training and six training units described and required by the Policy, the Ethics Office, the Equal Employment Office, and the Office of the Inspector General. The training describes corrective actions for violations by employees, officials, and contractors doing business with CCC, including discipline, termination, disqualification from office, and being barred from doing business with the system.

The Assurance Argument also includes documentation of ethical practices and processes, including training documents and completion evidence, ethical guidance on facility use, space and scheduling guidelines, travel and tuition authorization, and student academic policies, including standards of conduct, academic integrity, and dishonesty.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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

### Rating

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Met

### Evidence

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Much of the public presentation of information about HWC is controlled by District Office (DO). With the most recent budget, HWC was provided funding for creating materials for marketing specific programs. The Chancellor encourages HWC to establish its own web identity within the system-provided foundation/template for presenting information to the public. The official HWC website has links to the Board of Trustees and the Chancellor of the CCC District and to the President and leadership team of the college. The Assurance Argument also provides an organization chart which demonstrates the relationship of HWC to fellow CCC colleges and to the Chancellor. The HWC website has a faculty and staff directory and each of the program sites has a list of and contact information for faculty and staff who serve the program. It is unclear which personnel are faculty and which are staff. The college might consider identifying the role of personnel in department Faculty and Staff lists.

HWC, through the DO's main CCC webpage, publishes comprehensive lists of all CCC academic programs, admission requirements, degree information, financial aid details, academic policies, and course offerings. Students can also navigate the Student Guided Pathways to Success (GPS), which provides students information about HWC's programs, degrees, certificates, and concentrations, along with necessary requirements for completion. Students can also reach this information from the HWC website.

Through the website, HWC discloses tuition and fees and overall estimated costs to attend through the Department of Education Net Price Calculator. The Financial Aid department works with students to make the costs associated with attendance transparent. HWC also provides a Financial Aid Shopping Sheet, which meets VA requirements, to communicate financial aid information, graduation rates, loan default rates, and median student loan debt to all students to enable them to make informed decisions on where to attend college. This information helps students when they compare colleges via the College Navigator tool.

Through a newly simplified application process on the website, prospective students can view admission requirements; admission, registration, and academic deadlines in the academic calendar; tuition and fees; overall estimated cost to attend CCC institutions; and the financial aid process.

Under the HLC Accreditation tab on the college website, HWC has a link to a site dedicated to providing the details of its HLC accreditation relationship, as well as a link to information about its HLC Comprehensive Evaluation visit. The website also explains how HWC accreditation impacts relationships with the Department of Education, Illinois regulatory agencies, universities and four-

year colleges, and employers. At the Business program and Early Childhood sites, the college notes that its business programs and Early Childhood program are accredited. The college might consider including all accreditation under the Accreditation site.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Evidence

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HWC is governed by the CCC BOT, the Chancellor, and HWC's President. The BOT consists of seven voting members, inclusive of a chair and one non-voting student member. According to the BOT Bylaws, the voting members are appointed by the mayor with approval of the City Council of Chicago. The student trustee is decided by a CCC District-wide election each April. The BOT has three regular standing sub-committees: Academic, Finance, and Administrative Services.

The formal record of BOT decisions, post-deliberation and scrubbed of proprietary information to protect the confidentiality and privacy of some discussions and decisions, is publicly available on the BOT report site. The BOT is charged with preserving and enhancing CCC, and thus HWC is co-prioritized with the other six independently accredited colleges.

The President reports to the Chancellor, who is selected through a search process and appointed by the Board. The HWC President provides internal and day-to-day management of HWC, operationalized through the President's Executive Council. Through this structure, day to day management of the institution is delegated appropriately.

The BOT meets once a month. According to the BOT bylaws, prior to each meeting, members of the public can request to speak or address the BOT for two minutes. Individuals and groups requesting to address the Board can be internal or external to CCC. The BOT bylaws state: "Members of the public shall be afforded time, subject to reasonable constraints, to comment or ask questions of the Board at each regular and special meeting of the Board which is open to the public." The BOT members possess expertise in an array of diverse specialties. With their various expertise, trustees provide unique and varied experiences and knowledge to bear on decisions impacting HWC and the whole of CCC.

The President's Executive Council meets on a weekly basis. The President has established a new shared governance process with well-attended meetings that also allow online participation.



These are organized through the auspices of the Faculty Council, which both at HWC and CCC, had expressed long-term concerns about shared governance and CCC policy decisions.

CCC's BOT observes and enforces ethics policies. Specifically, the BOT's Ethics Policy promotes public confidence in the integrity of CCC and HWC by establishing consistent standards for the conduct of CCC business by BOT members and CCC employees and contractors. To preserve independence from undue influence, the BOT members must also certify and complete required annual ethical compliance training. Furthermore, the BOT follows the conflict of interest statement from BOT Bylaws, including the conflict of interest provisions articulated in Illinois State law. The BOT must disclose all personal and/or financial interests when there is a relevant matter before the BOT or any of the BOT ad hoc or standing committees. Buying from vendors is centralized through procurement services at the CCC DO using a defined set of bidding processes and a list of pre-approved vendors.

When there might be potential violations of conflict of interest or other ethical violations, the CCC Inspector General is empowered to investigate allegations. The Inspector General is an officer designated by the BOT. Any BOT member found to have violated any of the provisions of the CCC Ethics Policy or to have intentionally furnished false or misleading information or failed to cooperate in investigations concerning any matter covered by the Ethics Policy "shall be subject to appropriate sanctions up to and including discharge from employment."

As a 501(c)3 nonprofit organization separate from the CCC, the CCC Foundation manages private grants. The foundation is externally audited by an independent auditing agency each year.

The BOT bylaws require the HWC President to be the chief executive officer of the college, responsible for providing academic, administrative, and fiscal leadership at HWC in accordance with the strategic plan of the District. The Vice President of Academic and Student Affairs leads the Office of Academic and Student Affairs. This office promotes academic advancement, upholds high academic standards, and promotes student learning. The Office of Instruction manages the delivery of college credit courses, in all modes, within the HWC mission. Further, the Office of Instruction maintains the academic integrity of the curriculum, empowers faculty in the classroom, and supports student success in a dynamic learning environment. HWC has a distinct history of faculty-led practices that are encouraged and sustained in philosophy and practice by Academic Affairs and the Office of Instruction. Through assessment practices, curriculum development processes, and the City and State curriculum change process, HWC consistently utilizes faculty for academic matters.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

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Met

### Evidence

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To ensure and provide frameworks for freedom of expression and pursuit of truth in teaching and learning, HWC and CCC have policies that pertain to academic freedom and the pursuit of truth within HWC's mission, the collective bargaining agreement, and the Academic and Student Policy Manual.

- In its mission, HWC upholds standards in its expression and practice of the democratic ideal, which is embedded in the college's policy which forbids discrimination "on the basis of race, creed, color, national origin, sex or marital status, or membership or participation in . . . the lawful activities of any organization," which in turn guarantees freedom of expression in pursuit of truth in teaching and learning.
- The Local 1600 Collective Bargaining Agreement provides a framework for faculty and administration to more fully realize HWC's mission and commitment to freedom of expression and the pursuit of truth in teaching and learning, defined as "freedom in the classroom in discussing the subject" and as "the right to introduce into the teaching, matters related to the subject or the education of students in that subject."
- In alignment with the American Association of University Professors (AAUP) and the 1940 Statement on Academic Freedom and Tenure, HWC full-time and part-time faculty (and their affiliate professional organizations) support the AAUP's statement on academic freedom.
- Students at HWC have both rights and responsibilities, which are outlined in the Academic and Student Policy Manual. These rights are extended to all students who are citizens or residents of the United States. International students have the same rights and responsibilities except where limited by law. All students at HWC may assemble on CCC property and are free to engage in discussions and exchange of ideas for the purpose of intellectual inquiry without the fear of recrimination or persecution.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Evidence

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HWC provides effective ethical oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students through the CCC Institutional Review Board (IRB), which is housed at the DO. To ensure the personal safety, privacy, and integrity of HWC stakeholders who participate in research, the IRB is required by federal law to ethically review all research proposals and protocols involving CCC students, faculty, and staff.

CCC supports research activities among CCC faculty, students, and staff that support the attainment of doctoral degrees, grants, and the development of specialized knowledge which, in the long term, will benefit HWC students. HWC students seeking to conduct research must identify a CCC faculty member who is willing to serve as the principle investigator and who has expertise in the specified area of research.

HWC provides students with guidance on the ethical use of resources and academic integrity.

- The Academic and Student Policy Manual outlines policies on academic integrity and dishonesty, including definitions of various kinds of academic dishonesty, like plagiarism and cheating. The Manual is available on the school website and is linked directly from course syllabi.
- In the prerequisite course College Composition II (ENG 102), students are instructed on how to use sourced materials in their own writing and meet learning outcomes relevant to academic integrity and dishonesty, including using quotations and citations appropriately, and using the MLA or APA documentation system.
- In addition, the library offers students information and training on research, which includes instruction on citation and the ethical use of information and web resources on citation and plagiarism on the Library website.

Students are also offered guidance in the ethical use of information resources accessed via the networked systems on campus. HWC holds all students to the Responsible Computer Use Policy, which establishes ethical and legal standards for computer use; informs users about HWC legal compliance with all federal, Illinois, and other applicable laws; and expects all users to respect the privacy of other users and their accounts. If any of the provisions of the Responsible Computer Use

Policy are violated, the CCC Incident Response Team (IRT) will receive, review, and respond to any computer security incident reports.

HWC has policies on Academic Dishonesty and Integrity that are clearly articulated in the Academic and Student Policy Manual. HWC considers academic dishonesty a serious offense. Offenses related to academic dishonesty include but are not limited to the following: cheating, complicity, fabrication and falsification, forgery, and plagiarism. Plagiarism sanctions may include one or more of the following: a grade of F on the plagiarized assignment, a written warning, a failing grade for the course, and/or issuing of an Academic Dishonesty Withdrawal (ADH). The severity of the penalty is left to the discretion of the instructor, except the issuing of an ADH, which requires the Vice President's approval. Additional sanctions may be imposed up to and including dismissal from CCC. Students may appeal additional sanctions.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Evidence**

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HWC supports and articulates policy, processes, and guidance for ethical and responsible conduct through a two-tier system. Policies tend to come from the Board of Trustees and the District Office. Harold Washington College then develops processes, guidance, and oversight on the campus level. The President and his Executive Council provide local leadership, and faculty members are tasked with establishing and carrying out policies and processes that ensure integrity in curricular activities. The DO provides ethics training for all employees. Policies and procedures provide methods for enforcement and penalties for non-compliance.

The guarantees of freedom of expression and the responsible discovery and application of research and information is communicated and ensured through policy, the Institutional Review Board, guidance of students in courses and library resources, and course learning outcomes.

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Rating**

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Met

### **Evidence**

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HWC programs are designed through a collaborative process across the CCC district, with significant local autonomy retained at the individual colleges for specific courses within general education and programs. HWC offers programs in a variety of fields, including Business, Early Childhood, Architecture, Digital Media and Fine Arts areas. Students attend Harold Washington both to transfer as well as to directly enter the workforce. In order to maintain program currency, HWC faculty assess local business and community needs in a variety of ways, including advisory boards for programs as well as direct business partnerships such as the apprenticeship program with AON, which has spawned the apprenticeship network. Continuing the work it is doing in this area could help HWC gain community input from stakeholder groups, expand work and learn opportunities for students, and explore and, where appropriate, engage in innovative transfer models such as those discussed during the visit.

Courses originate and are designed at the CCC campuses, such as at HWC, and then are approved through the CCC district through the Proposed Academic Curriculum Change (PACC) process. HWC faculty affirm that they regularly engage with and drive this process, and evidence presented demonstrates that HWC is successful at obtaining approval for courses. HWC has identified course learning objectives and student learning outcomes for each course, and these are identified in the Master Syllabus for the courses. Furthermore, the assessment committee indicates that all programs that lead to an academic credential have identified learning outcomes. HWC utilizes the CCC general education requirements as the framework for its general education program. HWC may want to consider finding explicit ways to display and make program/credential learning goals known to students and faculty.

HWC is aware that it has opportunities to improve its efforts in ensuring that its program quality and learning goals are consistent across all modes of delivery and all locations. This was evident specifically in two areas. First, the statement of student learning outcomes on a sample of syllabi do not demonstrate consistency with the stated learning outcomes in the Master Syllabus across modes of delivery or locations (i.e. dual credit). HWC was aware of this challenge prior to the visit. In the argument, HWC stated that it was making a "concerted effort to review all of its course student learning outcomes (SLOs) and course objectives to ensure congruent curriculum and outcomes across all delivery modes." Furthermore, during the visit, HWC provided a detailed work plan demonstrating both the steps taken since this issue was identified as well as the steps that will be taken following the team's visit to address this issue. It is clear that the work is well underway, and HWC should continue to enact these changes in order to address this issue.

Second, HWC monitors student success and retention rates by delivery mode and model (i.e. dual credit, dual enrollment, face-to-face, hybrid, and online). These success and retention rates are consistent within mode/model. However, there are variances in these rates between modes and models. HWC was again aware of these issues prior to the visit. Specifically, with online learning, first it is important to note that HWC has done significant work to ensure and enhance the quality of online learning since the CCC district designated HWC as the home for the CCC Center for Distance Learning (CDL) and, thereby, consolidated all district online learning at HWC. Due to faculty loading needs at sister colleges, HWC must assign online course sections to faculty at CCC sister colleges through a complex process that starts more than a year in advance of each academic term. While HWC has provided significant resources to improve the quality of course design, to directly engage with these sister-college faculty and to support the adoption of the new Learning Management System, the HWC team does note that it is often challenging to gain participation in HWC efforts around assessment of student learning by these faculty members since they are not technically working for HWC. As HWC develops its plan to expand online learning and further considers the role that online learning plays in its strategic plan, both HWC and CCC will need to think critically regarding how to address these issues in order to close the gap in learning outcome differences across modalities. This may involve work to improve student readiness for online learning, continued efforts to improve the quality of the online course content, and efforts to engage with faculty assigned to teach online, even when those faculty do not technically work for HWC.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Evidence

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The General Education Core Curriculum (GECC) for HWC is consistent across all CCC campuses. Within the framework of the Core Curriculum, HWC designs, seeks approval for, and offers specific courses that reflect the needs and interests of their students while also ensuring alignment to the Core Curriculum. Through the Illinois Articulation Initiative, the GECC is accepted by over 100 Illinois colleges and universities as a block of courses to satisfy undergraduate general education requirements. HWC measures the successful rate of transfer of its students and takes pride in the activities of its transfer center.

Assessment activities are designed and implemented around each of the seven goals of the framework. Where appropriate, general education outcomes assessments are also used in a cross-curricular manner. The assessment goals were last updated and affirmed in January 2017. A schedule for assessment of each learning goal is available and historical evidence is provided in the argument. During the visit, the team gained additional insight into the work of the Assessment Committee and the collaborative nature of their work, both within the committee as well as with all other faculty. This is detailed more thoroughly in the evidence for Core Component 4B.

The GECC provides a framework through which each degree program offers students opportunities to engage in the work of collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. HWC has built upon this framework a system of and culture steeped in assessing student learning and using that



information both to improve, through self reflection and individual action, the teaching practice of faculty as well as to improve the overall curriculum of courses and therefore programs. Student work seen throughout the visit, both in examination of online class sections as well as in touring the building and talking with students, demonstrates that students are engaging in acquisition of these skills.

HWC's student population reflects the community that it serves. HWC has assessed student learning in relation to its student learning outcome on diversity twice (2005 and 2012). Students self-reported in the student survey that they value the diversity at HWC; this was echoed by the students the team spoke with during the visit. Additionally, it is clear from both word and action that HWC places its students at the center of its decision making, recognizing the richness of the diverse environment it serves. For example, given its downtown metropolitan location, HWC must serve two very different "communities" as alluded to by President Lopez. HWC serves both the local downtown business community and local community organizations. The college also draws many students from an array of Chicago area neighborhoods.

While the team was on site for the visit, the campus leadership team was actively preparing for a broad community event that might lead to community protests. While this event was not in any way associated with the College specifically, as an urban campus, the College has a diverse internal community that may react strongly to the outcome of this issue. Additionally, given its location, the College could also be directly impacted by external protests. As such the leadership team was talking with students about whether or not protests were planned internally or if students planned to participate in external protests. The College leadership team was actively seeking to provide students a safe space to express their feelings in a constructive manner that contributed to their learning process by both providing a reflective open dialog opportunity as well as providing supportive resources through the Wellness Center for students.

The predominant focus of HWC faculty is teaching; scholarship and creative work also play an important role in the institutional culture. Many faculty members are nationally recognized for their expertise, and faculty members have historically presented papers at conferences worldwide. The work of the Assessment Committee has been recognized with a national award, and, internally, it is evident that committees like the Assessment Committee and the Committee on the Art and Science of Teaching (CAST) contribute to the scholarship and discovery of knowledge about HWC's community and its needs. Locally, the College plays host to a music festival as well as to a juried art competition and sale that showcases student work. Walking through many areas of HWC one sees and hears student and faculty work on display from the various arts courses.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

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Met

### Evidence

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As of Spring 2018, HWC had 109 full-time faculty members and 358 part-time faculty members. The number of full-time faculty assignments by departments varies appropriately to enrollment in those departments. Full-time faculty members receive release time and special assignment stipends for activities such as serving as a Tenure Assistance Program (TAP) mentor, Curriculum Facilitator, officer of the Assessment Committee, or Department Adjunct Coordinator. These, along with other activities, contribute to the oversight of curriculum and assessment of student learning as well as assessing and improving the quality of instruction at HWC. For FY 2017, HWC's percentage of courses taught by full-time faculty was 39.5 percent--below the CCC average of 47.3 percent. As HWC continues to expand initiatives that require faculty effort and attention, HWC might consider how it also enables its faculty to meet increased demands outside of the classroom while still prioritizing their role in the classroom.

In its argument, HWC provides its credentialing requirements. These are appropriate to the mission and programming at HWC. All faculty, including those teaching dual credit, must meet the credentialing guidelines. A review of faculty credentials identified that HWC does follow its credentialing standards and that when issues are identified with a credential, either due to a change in credential or an unintentional error, these challenges are addressed in a fair and appropriate manner. In addition to standard academic credentials, faculty who wish to teach online are required to complete three additional courses through the Illinois Online Network. Faculty who teach in developmental education are required to complete an up-front professional development. Staff

indicated during the visit how these various initiatives are monitored to ensure compliance.

HWC provides evaluation to faculty members, as a means of continuous improvement, on a cycle determined by the employment status: full-time tenure track, full time tenured, or part-time. Full-time tenure track faculty are evaluated each year for their first three years. As they progress through the tenure process, the Tenure Assistance Program is available to them. Once tenure is earned, faculty receive a classroom observation once every four years and complete a portfolio that is provided to their Department Evaluation Committee reflecting both their self and peer observations as well as reflections on their performance at the institution in a variety of areas, of which classroom performance is clearly the most critical. Part-time faculty are observed during their first term of teaching. Students have the opportunity to evaluate part-time instructors and instructors who have not yet earned tenure as well as those faculty in a post-tenure review period.

Faculty receive funds to attend relevant professional conferences - \$750 a year per full-time faculty member per the contract. Additional funds may be available through other college resources to augment these professional development funds. Faculty may utilize these funds for professional association memberships as well as other forms of professional development. Through the faculty contract, CCC is contractually obligated to provide sabbatical opportunities for full-time faculty - up to five percent of the teaching force may have sabbaticals each year. During the visit, faculty spoke very positively about both the ability to attend conferences as well as internal professional development efforts such as those sponsored by CAST, Faculty Development Week, Teaching and Learning Community events, and various programs put on by both internal and external groups. Faculty did identify that some opportunities have not been possible due to budget cuts across the CCC District; this primarily included international conference attendance. Through recent efforts, part-time faculty also receive some opportunities to access professional development dollars directly with a district-wide cap on the amount. While HWC does have a strong story to tell with professional development, one potentially limiting factor to its ability to expand online education is the cost of the three courses that faculty are required to take to teach online at HWC. At \$450 for the three course sequence (or \$1800 for the sequence if being taken for graduate credit) which must be paid through Union funds or out of pocket by the faculty member, HWC may wish to identify alternative certification options and/or alternative funding streams to continue to prepare a high quality faculty for the rigors of teaching online in a manner that is not cost prohibitive to HWC or to the faculty members. Given that this impact is compounded by the fact that HWC also provides courses to faculty from sister colleges for online delivery HWC and CCC will need to think strategically about how to address the need to ensure appropriate, high quality professional development to prepare faculty to teach online and support them as they grow as online faculty.

Faculty, both full- and part-time, are contractually required to provide access to students through office hours. Hours must be posted in the syllabus as well as on the faculty office door. Online faculty must maintain online office/availability hours. HWC makes efforts to provide space for adjunct faculty office hours. Students indicated a high degree of satisfaction with faculty engagement both in and out of the classroom.

Staff members are hired according to qualifications outlined on the job description. Once hired, staff members have access to a wide array of training and support for their various areas. These include, but are not limited to:

- Attendance at conferences
- Access to external training and certification in online formats such as to become certified professional resume writers, CRLA certification, and modules and publications from NACADA.

- Fall and spring term registration prep days that serve as both a professional development and a team building experience. In addition, many sessions during faculty development week are relevant and open to staff.
- Internally developed training such as an external speaker from the Epilepsy Foundation, community partners providing training on intimate partner violence, and a doctor from the local VA hospital who provided information on work with veterans suffering from PTSD
- Training provided by the CCC District such a training on Title IX
- Annual training for Financial Aid staff with regard to regulatory updates. To foster ongoing learning the team has performed peer review of verification files and staff members have had access to participate in NAFSFA U Courses online.

Finally, as an employee at City Colleges, staff can take classes at City Colleges.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

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Met

### Evidence

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HWC provides student support services under the coordinated leadership of the Dean of Student Services, the Dean of Instruction, and the Dean of College to Careers. Students have access to career and transfer support, academic advising, and specific support services such as those for veterans, students with disabilities, and international students. In addition to support services provided for special populations, holistic support services are provided for all students through efforts such as the Wellness Center and the newly launched food pantry. Additionally, academic supports are provided through the library, tutoring activities, and specific academic initiatives such as embedded tutoring. HWC also has a transfer center. The two primary areas of concern identified in the student survey, financial aid and advising, were affirmed by students the team spoke with on the visit as areas of concern. Both offices were aware of these concerns and both have undertaken some efforts to improve services to students. For instance, the financial aid team is implementing electronic document collection processes. Staff expect that this will streamline time-consuming tasks involved in the current management of paper files. Additionally, advising has expanded the number of weeks that advisors are available for advising appointments outside of the enrollment period.

HWC began a faculty-driven process to update and improve its developmental education program in 2015. This initiative included adjustments to course offerings, student supports, placement, and faculty professional development. Students place through an online assessment for math and an on-campus assessment for English, or through providing ACT or SAT scores. Students take the assessment online in the admissions portal. Through the portal, students can access resources to help them prepare for placement prior to taking the assessment. All new students must also complete orientation. Students the team spoke with indicated overall positive feelings about learning support services, but did indicate that they felt they self-discovered those services. HWC does provide information about student support services in orientation, but it may wish to identify and implement

additional intentional methods of informing students in each term and/or in each course of applicable learning support services.

Since 2012, HWC has expanded the number of advisors to meet the needs of students - from 16 in 2012 to 25 in 2017. The advisor to student ratio as of June 2016 at HWC was 1:560. This is a higher ratio than nearly all other CCC schools. HWC successfully advocated for additional advisors and indicated that as of the visit the ratio was closer to 1:450. Improvements have been made in the area of advising based on student feedback. These include addition of online advising appointments (fall 2016), evening advising (Fall 2017) as well as expansion of the weeks in which advising appointments can be scheduled. While HWC has made concerted efforts to continue to improve access to advising through addition of staff, they also have not yet met student needs fully as expressed in the student survey as well as the conversations team members had with students on site. HWC may want to conduct a process review of its student intake and advising processes to determine if there are further opportunities to facilitate guiding students to GPS pathways, engage faculty more directly in the process of advising students, and/or to identify any other potential opportunities to expand opportunities for advisors to meet with students.

HWC is located in an 11-story downtown building. At the time the building was constructed, many of the programs and courses offered such as sciences, arts, and music were not offered in the space and/or had much less rigorous equipment and technology needs than they currently have. As such, HWC has had to retrofit the existing building to meet the needs of these courses and programs. While HWC could certainly benefit from additional space, the college has provided high quality laboratories, practice spaces, art spaces, and classroom equipment and technology to support the learning process in the spaces it has. As a downtown urban campus, safety has been a prime consideration in the classroom environment, and HWC has taken proactive steps such as addition of secured turnstiles to secure the building entry and keys inside of classrooms that can be used to lock classrooms from the inside in the case of an active shooter situation. Staff that support labs provide additional safety monitoring of those spaces and, in consultation with the district, receive regular safety inspections. To expand the ability to meet student needs, HWC is entering into partnerships to offer students additional coursework at other locations such as the partnership with the Joffrey Ballet. HWC also informed the visit team that they plan to consult with an architect to conduct a space utilization analysis and identify any potential space opportunities within their existing footprint.

HWC provides library instruction to students in support of learning in other classes such as English courses. Additionally, this work is assessed through library learning outcomes. A librarian is a member of the college's Assessment Committee. Student conversations indicated that they received instruction in how to access and use information responsibly. Additional support of this area is also documented in Core Component 2.E.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Evidence

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HWC students attest to the rich culture and community available to them through student clubs and organizations. Students, with whom the team spoke during the visit, indicate that while they were not immediately aware of the rich club and organization experiences they could participate in, once they found those experiences they felt a deep connection to the college through their involvement. HWC actively engages its students in shared governance through regular student shared governance meetings as well as individual meetings between the SGA President and the college President. Students speak very highly of the learning experiences they have as a part of their student organizations and how those directly correlate to their areas of study.

HWC faculty and staff recognize that their first priority in decision-making is their students. This was evident in all open forums and faculty and staff interactions. Furthermore, HWC demonstrates that it lives its mission by taking action such as recognizing the unique socioeconomic needs of its students by providing students free Chicago public transportation passes and a food pantry that serves as a model for the rest of the CCC district.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **Evidence**

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HWC has deeply engaged faculty members who make every effort to own all aspects of the curriculum. This occurs within the context of the CCC District which often presents opportunities for innovation and improvement such as those available in online learning. As the college expands dual credit and online learning, the college has the opportunity to give special attention to growth and improvement in these areas.

HWC is landlocked and cannot expand its current space without significant financial investment that is likely not feasible in the near future. As a result, the college is entering into unique partnerships to provide enhanced work and learn experiences for students, access to additional unique facilities, and expanded transfer opportunities. As each of these new partnerships and opportunities takes shape HWC might give special attention to these different settings to assure the quality of learning.

HWC provides quality lab spaces that include necessary technology and equipment to deliver its academic programs. Academic and student support services are available and appropriate to the mission and needs of the College. Student activities allow students to participate in opportunities outside of class that directly support both their in-class learning and the mission of HWC.



## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

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Met

### Evidence

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Harold Washington College is responsible to two external bodies: the CCC District, and the Illinois Community College Board (ICCB). It must satisfy both of these entities that its programs meet standards of quality, and that they are reviewed for currency on a regular basis. All of its degree and certificate granting programs, cross-disciplinary programs (e.g., developmental education), and student and academic support services must be reviewed on a five-year rotating basis and program review reports filed with the ICCB. These reports, provided in the evidence files, indicate a regular process of evaluation and revision of programs to ensure their currency and quality. Furthermore, on the visit, faculty and staff talked knowledgeably about program review processes. It is clear that faculty and staff regularly engage in this work. There was some evidence in discussions with faculty

and staff that program review is used as a tool in planning and budgeting processes, although this did not appear to be formalized. HWC administrators shared that they are working collaboratively with faculty to design and implement a locally owned program review process to supplement the mandated review process. The intent of this internal program review is to provide a more frequent program health check. This health check provides an expanded set of metrics that help indicate an active and engaged program. The Draft Program Review Rubric was provided to the team through the Addendum. This rubric includes Program Health Metrics in the following broad categories: Key Performance Indicators (KPIs), Financial, Student Experience, Instruction, Faculty, Curriculum, Department, External, and Marketing. This further health check and more frequent implementation of program review is a unique opportunity for HWC; continued work on this process seems to fill a need the institution identified with the lengthy cycle of five-year program review and a need to take a less compliance-oriented look at program success than what the mandated program review supports. This more frequent review process may also provide HWC further opportunities to connect program review efforts with strategic planning, measurement, and budgeting.

Students are informed about the variety of ways in which credit can be transferred into HWC in a section of the Academic and Student Policy Manual. Transfer credits from other regionally accredited colleges and university are evaluated by the registrar's office, and international credits may be accepted after evaluation by a NACES accredited agency. Credit by examination is accepted for AP, IB, and CLEP. A student noted that the transfer of AP credit had proved somewhat challenging. HWC staff indicated that they are currently working on an initiative to streamline this process in collaboration with the CCC District Office (DO). Credit by portfolio is possible, but has not, in practice, been awarded. Joint military service credit may be awarded upon consultation between the Registrar and the veterans/military advisors on campus. This review is a one-time review for military students, and students must determine which credit they wish to accept during this one-time review. Changes cannot be made to this credit acceptance unless the military transcript changes. Other than the one item noted above related to AP credit, students spoke positively about their experiences transferring credit into HWC. As the team was reviewing information on the web site, there appears to be a place for the HWC VA certifying official to be listed on the web page at <http://www.ccc.edu/colleges/washington/services/Pages/Military-and-Veteran-Educational-Benefits.aspx>, but no name is listed. HWC may wish to complete this information or remove that placeholder.

New courses and programs go through a screening process that is standardized across the CCC District. Faculty develop the programs or courses, which must be vetted by the curriculum facilitator and approved by the Vice President for Academic and Student Affairs before being passed to the local and district curriculum committees. Consistency among sections of courses is encouraged in that every master syllabus has student learning outcomes (SLOs), and all sections of a given course use the same SLOs, regardless of whether it is face-to-face, hybrid, or online. Examples of master syllabi are given in the evidence file and the addendum. HWC does have opportunities to improve on the consistency of use of the content of the master syllabi, per their identified plan, as a means to assure consistency in student learning outcomes across all modalities and locations.

Faculty qualifications are determined at the CCC District level through involvement of the faculty. When questions about specific credentialing guidelines and the qualifications of a specific faculty member do arise, faculty consult with the Vice President of Academic and Student Affairs to ensure that the faculty credentials meet the standard. Candidates for positions are vetted by the Human Resources office at the DO and, locally, by the Vice President of Academic and Student Affairs. HWC provides a day of professional development for all Chicago Public School (CPS) teachers who meet credentialing standards and wish to partner with HWC for dual credit. Furthermore, a faculty member serves as a dual credit coordinator. As HWC seeks to expand dual credit, it should be aware

that the team heard minor concerns from both faculty and students regarding the quality of dual credit courses. These concerns were minor, but HWC may want to continue reviewing this in more detail with its existing students and faculty to identify concerns and continue to exercise its shared governance model with this population of students and teachers/faculty to ensure consistent quality across all modes of delivery.

HWC provides a wide array of learning support services. HWC has made efforts to expand access to students attending classes at night, based on student feedback. Students reiterated this need during the visit. Students also expressed during the visit that they self-discovered learning support services. While some acknowledged exposure to those services during orientation, other students indicated they only became aware of services or of their relevance through student to student engagement. HWC may benefit from exploring other ways to intentionally introduce these services to students and promote their use.

Two programs, Business and Child Development, hold external accreditation. Letters from the accrediting agencies indicate that Business is accredited through 2022 by the Accreditation Council for Business Schools and Programs, and Child Development is accredited through February 2021 by the National Association for the Education of Young Children. Faculty spoke about the self-study work completed to obtain these accreditations, the ongoing continuous improvement efforts that are a part of maintaining these accreditations, as well as the connections between assessment and review processes internal to HWC and the requirements of their accreditors.

HWC tracks the success of its graduates with established KPI metrics in both transfer and workforce areas. Two-thirds of HWC graduates transfer to a 4-year college. HWC's KPIs also provide two measures related to workforce: student employment rate in area of training and median earnings of students employed in training area. HWC also attempts to obtain additional data about the success of its graduates, but faculty and staff expressed frustration both in the argument and on the visit with the challenge presented by obtaining data on post-graduation success. The HWC internal community is encouraged by progress made through the AON apprenticeship partnership and believes that further partnerships like this one may lead to better reporting in the future. HWC may also wish to consider a longer-term strategy of alumni engagement that will keep HWC students engaged and involved in the college community and therefore more willing and interested in providing data after graduation. Other partnerships such as transfer student success studies in cooperation with or conducted by ICCB or transfer partners as well as deeper reviews of data which might be available through Illinois Workforce Development and/or the Illinois Department of Revenue or in partnership with groups like the National Student Clearinghouse might also prove fruitful.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met

### Evidence

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HWC has put in a yeoman's effort to improve its assessment processes since its comprehensive review in 1998, which labeled its processes "dysfunctional." As illustrated in sample Master Syllabi, the faculty have developed Student Learning Outcomes for every general education course, and every course has a master syllabus that specifies course learning outcomes. All sections of a given course are supposed to use the same course learning outcomes, regardless of mode of delivery. HWC is making efforts to ensure that this occurs and continuation of those efforts and follow through its own plan could help to ensure that the gaps in this process are resolved.

The Assessment Committee meets weekly and has significant faculty participation. Committee members receive release time to allow the members of the committee to oversee assessment activities. Academic and service units have coordinators to assist with course level, program, and online assessment. It was clear from the faculty engagement during the visit that the work of this committee is an incredible point of pride for the faculty involved in the committee as well as for the institution as a whole. Their enthusiasm and excitement for assessment of student learning and the work they are doing is commendable. The committee has expanded its initial charge of assessing general education to include unit-level, program-level, and online assessment. Further, the committee shared during the visit that they are beginning the process of adding co-curricular assessment to their efforts. The committee was fully aware of opportunities it has for improvement such as:

- The stated expansion into co-curricular assessment,
- Shortening the time frame between iterations of general education assessment
- Continuing to build systems and processes, such as the use of Google Docs for the Humanities assessment, that make the process of distributing, collecting, and analyzing assessment data more efficient.

As the college continues to build on its culture of assessment there may be additional opportunities, such as application of assessment techniques to the planning and budgeting process, that the college

might address to further strengthen both its collaborative shared governance environment as well as its strong culture of assessment of student learning. The college might also wish to consider how it is using the learning it has gained from efforts in assessment of student learning, overall measures of institutional effectiveness, and evaluation of programs, services, initiatives, and decisions at the college to build strategies for improvement.

The college uses the information it gathers to inform revision of courses and programs. The Assessment Committee collaborates with the CAST to provide professional development opportunities and to assist faculty in using assessment data to improve learning. Information is shared annually during the Faculty Development Week, as well as at the inaugural Teaching and Learning Community event. The Assessment Committee also compiles annual reports of its activities which it shares on its web site. Committee members each contribute to a once per semester publication called "The Assessment Times," which distills the essential elements of all of the reports into highly usable articles.

Through both the argument and evidence provided during the visit, the assessment committee gave numerous examples of ways in which they have used the information gained from assessment to improve student learning. These include improvements in both general education - which includes cross curricular adoption - as well as in career and technical program areas. For instance, in art and architecture courses, an assessment was administered in 2D design. This assessment allowed faculty to determine that while students possessed the skills necessary to be successful in the next course, they were struggling with correct terminology. As a result, instruction on vocabulary was enhanced in subsequent terms.

Assessment tools vary from course to course and are strictly utilized for the purpose of collecting assessment data to improve student learning outcomes. These data are not utilized to draw comparison between faculty or sections of a course. Participation in assessment is voluntary but represents a broad cross-section of faculty. Assessment tools for general education are used in a cross-curricular manner where appropriate and relevant rubrics for one discipline area are used to measure achievement in other curricular areas (e.g. an oral presentation in a humanities class may be assessed using the rubric for the oral communication outcome in general education). Faculty truly own the assessment process at HWC.

Again, HWC's efforts in the area of assessment of student learning are commendable. As HWC considers opportunities for growth and improvement of its institutional culture of assessment, they may wish to consider the following, many of which were noted by various members of the HWC community and the team and are simply collected here:

1. Further engagement of staff in the assessment process and/or in a parallel assessment process to mirror the work done on student learning to other non-instructional processes and activities at the college;
2. More clearly linking assessment efforts with planning and budgeting processes;
3. Formalizing assessment/evaluation of the implementation of recommendations made by the Assessment Committee
4. Intentionally engaging other district faculty in its efforts as appropriate through online learning teaching assignments

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Evidence

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Through the CCC and HWC strategic planning processes, HWC has established goals for student retention, persistence, and completion as a part of a set of wide ranging KPIs that evaluate both current student performance as well as performance of students beyond graduation. Per the argument, the Executive Council reviews this information regularly. The performance indicators also include specific initiatives and activities tied to each of these areas. During the visit, it was evident that members of the Executive Council were aware of these metrics and their relationship to the strategic planning process. Stakeholders outside of the Executive Council did not seem to have the same level of awareness, so HWC may wish to consider additional ways to share this information and its importance to the internal community for decision making.

During the visit, various departments and individuals discussed specific efforts they take to both monitor and act on retention, persistence, and completion data. For instance, a "Completion Team" - one of five sub-groups within the Academic Advising team - specifically monitors these data points for students in the IPEDS cohort. They proactively reach out to these students in order to attempt to positively impact student performance. Additionally, programs such as embedded tutoring and the Wellness Center were cited as having a positive impact on student performance in terms of their impact on student retention and persistence. The Cabinet indicated that information about actions taken to improve persistence, retention, and completion is also utilized during the budget allocation process through the CCC District. HWC has also incorporated these metrics, at the program level, into the program review process it is developing to supplement the existing mandated five-year program review.

While it is apparent the HWC community uses data on persistence, retention and completion in a variety of ways, the team found that outside of Executive Council, the college community did not widely know what the targets were for these metrics or how those targets could be utilized to inform and measure improvement of the quality of education. Since HWC and CCC are deeply engaged in the local strategic planning process and the district strategic framework development process, a concerted effort to make the college community aware of these metrics may be of value. Furthermore, as the CCC Chancellor is engaging in creation of a Strategic Enrollment Management Plan, the HWC community may need to help faculty and staff identify ways in which their work aligns with improvements in student retention, persistence, and completion to meet the goals of this plan.

HWC has a common data system, OpenBook, for pulling data reports, and metrics such as retention, completion, and persistence are collected in a systematic manner.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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

### **Evidence**

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HWC faculty members demonstrate ownership of the curriculum and curriculum decisions. They have embedded assessment efforts collaboratively across the curriculum. HWC has demonstrated through both the work of its Assessment Committee and related efforts through the Committee for the Art and Science of Teaching as well as through Program Review processes that it is committed to improving its educational programs. HWC will benefit from continuing to identify ways in which to engage this strong faculty culture of assessment across all institutional efforts and units.



## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

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Met

### Evidence

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Despite facing national and state-level financial hurdles, HWC has maintained a moderate resource base. As the district saw its budget decline, over the same ten-year period, HWC has received a greater share of the district's fund allocations. There are several funding sources; not one of these composes greater than 30 percent of the college's revenue. While most funding sources have varied, student tuition and fees have been consistent. In terms of human resources, administration has had a high turnover rate. The average stay of a HWC President as been 2.1 years while the average stay of Vice Presidents has been 0.7 months. Despite expressing concern about the short tenure of these administrators, sessions with staff and faculty unions and Executive Council leadership revealed trust in the competence of the current administration. The visit team observed that several members of the current senior leadership are internal hires and the current president had served as interim before being hired as permanent which might underscore how this trust was built. Additionally, during the turn-overs, much of the college's work has continued to be completed by staff and faculty. This is evident in the faculty-driven work done by the Assessment Committee.

HWC takes a proactive approach to addressing safety risks to its physical infrastructure, such as the installation of turnstiles, a published schedule of safety drills, and keys in classrooms to provide a way for faculty to lock classrooms from the inside if there is an active shooter threat. On the technology

side, HWC appears to have a strong inventory and even has 40 loaner laptops that are provided to students. The college's wireless network is strong, supporting WiFi users of whom 80 percent are students. Conversations with staff indicate HWC appears to take a more reactive approach to digital information security and is awaiting coordination by the DO in this area. While such coordination is obviously important in a district like CCC, it is also important that the college consider ways it might address digital information security at the local level in a proactive rather than reactive manner.

A zero-based budget model approach allows departments to justify expenses and tie expenses to the mission of HWC. The budgeting process begins every year in November, and checks are embedded to ensure requests that are moved forward to the DO do meet the needs of the students and are in line with the mission. The President holds meetings with various groups to learn specifics about requests. Additionally, the DO asks for performance metrics with budget requests that align with best practices, such as student-to-advisor ratios cited by National Academic Advising Association (NACADA). Based on presentations made by all colleges in the District, a budget is finalized and approved for each college. During the next fiscal year, departments are asked to report and evaluate effectiveness on previous budget approvals. To help departments and the college track spending, monthly reports are generated and disseminated.

In 2017, HWC utilized an enrollment and cost management process to establish a schedule to ensure its educational purposes. In 2018, a 10 percent cost cutting approach was implemented instead. The institution changed its course of direction in an effort to address financial constraints. During a session with the CCC Chancellor, he highlighted steps CCC is taking to address the financial challenges that have stemmed from the State budget crisis. Actions include selling the previous DO building and the elimination of DO employee pension benefits (that were not equitable with college staff pension benefits).

The mission states: "*Harold Washington College is a student-centered institution that empowers all members of its community through accessible and affordable academic advancement, career development and personal enrichment.*" This mission is realistic given HWC's organization, resources, and opportunities. Accessible and affordable academic advancement is provided through affordable tuition rates (lower than its peer four-year institutions) and its expanding online course offerings. Career development opportunities have been enhanced by the college through its work-based learning. The college has developed several partnerships with local businesses, such as AON and Accenture, that provide internships to its students as they complete their education. Personal enrichment is provided by its diverse General Education offering, the support of an active student body as indicative of the events and advocacy work of the Student Government Association, and the Dance program's partnerships with the Joffrey Ballet Company.

CCC developed a Credentialing Guidelines document that outlines educational requirements for faculty. HWC ensures that faculty have appropriate education through a process of transcript review for which the Vice President of Academic and Student Affairs provides final sign-off. A review of sample transcripts of current faculty and pertinent correspondence indicated that HWC does this well. HWC and CCC might consider explicitly stating in the Credentialing Guidelines that faculty in the discipline area can be consulted when questions arise regarding faculty credentials as this was one of the potential steps taken by the Vice President.

The CCC District Office provides training and keeps track of employee completion of training. HWC has access to reports indicating employee training completion. When an employee does not complete training, he or she receives notifications until it is completed. HWC also provides in-house training and workshops. Sign-in sheets are stored at HWC. The college might consider developing a digital system of recording participation from these sign-in sheets to better facilitate the reporting of

employee participation.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met

### Evidence

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The structure of the governing board is outlined in 2.C. The Board of Trustees (BOT) votes on final budget allocations, policies, and practices. These decisions are public record. The BOT stays knowledgeable about the institution through structured visits to the colleges and through reports to the BOT. During a visit session, Trustees detailed one recent visit to HWC which included meeting faculty and students and visiting classrooms. Because the District Office sold its building, some BOT meetings will now take place at the individual college sites. And finally, there is one non-voting student trustee who brings the voice of the students to meetings.

The HWC President created a Shared Governance group which meets monthly. It is led by the Faculty Council and the college President. Students are also invited to attend. These meetings are broadcast via Zoom. Within this group, informational items are shared. Some issues brought up in these meetings have resulted in work groups aimed at addressing concerns. In a session with faculty leadership, faculty members expressed support for this model, saying they appreciated this new approach and as evidence of its effectiveness cited faculty's limited grievance filing recently, which is a drop from the number of grievances filed during the previous administration. Faculty leadership said they feel heard and see the administration taking action when faculty raise concerns. One concern they cited during the visit was over the implementation of Dual Credit and the Shared Governance approach to address it as a positive highlight. Besides Shared Governance, the President invites the Faculty Council to Leadership Team meetings. At the District level, the BOT employed a shared governance approach when hiring the new Chancellor by including student and community voices in the process.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

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Met

### Evidence

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Two sessions, one with administrators and another with the entire college, revealed that budget requests must be tied to the mission and priorities of the college with written justification. No evidence was provided indicating that allocation is based on the mission. HWC and the process may benefit if the College's Budget Book contained the mission statement and priorities to help readers understand budget decisions made at HWC.

Projects throughout the college indicate that some committees and departments link aspects of assessment of student learning, evaluation of operations, planning, and budgeting. HWC's strategic plan is in development. The college has identified three goals and is waiting for the District's completion of a strategic framework to which the college will connect its strategic plan. Once this alignment is complete, the HWC will have the opportunity to include into the strategic plan a formal and systematic process that links assessment, evaluation, planning, and budgeting.

The strategic plan framework identifies three growth strategies that encompass the entire institution (online learning, relevant education, and early college). This framework was vetted through the Faculty Council, Shared Governance, the Student Government Association, and the Executive Council. The President played a strong role in helping the college develop this framework at a time when CCC experienced much transition. This is commendable. A process has yet to be outlined for the fulfillment of this plan; the framework currently contains placeholders for actions.

In addition, several committees encompass the College's and District's planning processes. In a session, HWC personnel pointed to work done by the marketing committee, shared governance committee, and online learning committee. Faculty have led planning efforts to gain departmental accreditation such as National Association for Education of Young Children.

External perspectives are considered as is evidenced by HWC's partnerships. These include

partnerships with local high schools and 4-year universities with articulation agreements. Additionally, business leaders are active participants in the advisory boards for Business and Early Childhood Education.

Program planning has taken into consideration capacity. The planning for the Dance program's partnership with Joffrey Ballet is one example. The President indicated that viability discussions within the college included negotiation on rental space, determining cost and break-even points based on student enrollment, and a study on the demand for Dance. Currently, the President is applying the same process for determining potential Physical Education space.

HWC responded, with great success, to recent budget reductions with four key decisions. Long-term planning to address fluctuations in financial resources has been addressed and continues to be addressed at the District Office. The Chancellor indicated a strategy to rebuild reserve funds, starting with the sale of the previous District Office building and relocation to a rental space. An enrollment management plan, which is currently being planned, may help the institution manage possible impacts on enrollment.

HWC is moving its Learning Management System (LMS) from Blackboard to BrightSpace. It is investing in training and piloting to provide students a stronger LMS system. The Executive Council indicated that the college plans for a more technology-savvy student population by encouraging faculty to test new pedagogical approaches that incorporate use of new technology. HWC employs a Technology Integration Specialist to help faculty test the technology and to act as support.

Because HWC is located at the center of the Chicago Transit Authority's train system, the college attracts a diverse student population from throughout the city. HWC's HR department applies a Wheel of Diversity approach when delivering workshops and training to employees. The core of this approach is to assess the individual as a whole person. Finally, the Executive Council expressed its pride in the college's LGBT awareness training.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

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Met

### Evidence

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Both the District and HWC develop measures to help provide evidence of performance. Through the CCC's Reinvention initiative, Key Performance Indicators have been developed and measured since 2012. Additionally, HWC has developed its own metrics for the current strategic plan. Another form of measuring the operations of the college comes from the DO Inspector General. This office provides information regarding waste, fraud, and misconduct.

Several examples were provided at sessions that indicate the institution's learning from and improvement to effectiveness, capabilities, and sustainability. The Assessment Committee engages in a systematic approach which is outlined in 4.B. The sessions revealed that faculty members engage in informal assessment of recommendations that come out of their assessment cycles. These are documented in the Assessment Newsletter. In addition, academic support services analyze course success rates and identify courses that may benefit from embedded tutoring. They pursued allocation of funds to secure more tutors via the budget process. Another example includes the college's effort to study the community's perception about HWC. In this seven-month study, 40 community organizations provided input. Based on the findings that the community did not know much about the college, HWC invested resources to hire a Director of Marketing. The college might benefit from developing a process by which its decisions are formally assessed.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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

### **Evidence**

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HWC utilizes its resources to fulfill its mission; it ensures the budget is in line with the mission. Although a new iteration of strategic planning has only recently begun, it is clear that the new leadership is setting up a framework that fulfills the mission and builds on the work HWC does best. In looking into the future, HWC might benefit from developing a process of institutional evaluation that closes the loop by assessing its decisions.



## Review Dashboard

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| Number | Title  | Rating |
|--------|--|--------|
| 1      | Mission  |        |
| 1.A    | Core Component 1.A                                     | Met    |
| 1.B    | Core Component 1.B                                     | Met    |
| 1.C    | Core Component 1.C                                     | Met    |
| 1.D    | Core Component 1.D                                     | Met    |
| 1.S    | Criterion 1 - Summary                                  |        |
| 2      | Integrity: Ethical and Responsible Conduct             |        |
| 2.A    | Core Component 2.A                                     | Met    |
| 2.B    | Core Component 2.B                                     | Met    |
| 2.C    | Core Component 2.C                                     | Met    |
| 2.D    | Core Component 2.D                                     | Met    |
| 2.E    | Core Component 2.E                                     | Met    |
| 2.S    | Criterion 2 - Summary                                  |        |
| 3      | Teaching and Learning: Quality, Resources, and Support |        |
| 3.A    | Core Component 3.A                                     | Met    |
| 3.B    | Core Component 3.B                                     | Met    |
| 3.C    | Core Component 3.C                                     | Met    |
| 3.D    | Core Component 3.D                                     | Met    |
| 3.E    | Core Component 3.E                                     | Met    |
| 3.S    | Criterion 3 - Summary                                  |        |
| 4      | Teaching and Learning: Evaluation and Improvement      |        |
| 4.A    | Core Component 4.A                                     | Met    |
| 4.B    | Core Component 4.B                                     | Met    |
| 4.C    | Core Component 4.C                                     | Met    |
| 4.S    | Criterion 4 - Summary                                  |        |
| 5      | Resources, Planning, and Institutional Effectiveness   |        |
| 5.A    | Core Component 5.A                                     | Met    |
| 5.B    | Core Component 5.B                                     | Met    |
| 5.C    | Core Component 5.C                                     | Met    |
| 5.D    | Core Component 5.D                                     | Met    |
| 5.S    | Criterion 5 - Summary                                  |        |

## Review Summary

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### Conclusion

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While Harold Washington College of the City Colleges of Chicago District has been going through a transition phase which it shares with the District, it has managed to move forward in meaningful ways while remaining stable. HWC completed the last strategic plan under which it was working and provided meaningful closure metrics. Under its new President, it then began the move forward by reviewing and recreating its mission statement and by developing three goals for a new strategic plan. The college is now waiting to align its plan with the strategic framework being developed by the District.

HWC has maintained its integrity by using processes and procedures which link to the District's Board Policies. This includes openness to inclusion as demonstrated by its diversity learning outcome requirement, ongoing policy training as required by the District, and audits.

Despite a downturn in funding, the college invested money in improving support and programming for students, including hiring additional advisors and maintaining programs in the time of downsizing. HWC continues to build external relationships that provide "work and learn" and internship experiences for students, provide opportunities to use external spaces, and offer students work or scholarship help. The assessment-of-student-learning-outcomes initiatives continue to expand and improve through the appointment of a coordinator for co-curricular learning assessment.

HWC has created collaborative yet fiscally conservative budget development and tracking processes that are responsive to unexpected needs. The new leadership has implemented several strategies to expand shared governance to the entire campus community including students.

For these highlighted reasons and because of the evidence presented in the review, the visit team recommends reaffirmation of accreditation for Harold Washington College and eligibility to choose its Pathway.

### Overall Recommendations

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#### Criteria For Accreditation

Met

#### Sanctions Recommendation

No Sanction

#### Pathways Recommendation

Eligible to choose

*No Interim Monitoring Recommended.*



## Federal Compliance Worksheet for Evaluation Teams

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### *Evaluation of Federal Compliance Components*

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

### *Submission Instructions*

**Federal Compliance reviewer:** Email this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

**Team chair:** Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheets to HLC at [finalreports@hlcommission.org](mailto:finalreports@hlcommission.org).

Institution under review: City Colleges of Chicago- Harold Washington College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

**To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: Joan Kuzma Costello

I confirm that the evaluation team reviewed the findings provided in this worksheet.

## **Assignment of Credits, Program Length and Tuition**

(See FCFI Questions 1–3 and Appendix A)

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1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
  - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
    - Associate's degrees = 60 hours
    - Bachelor's degrees = 120 hours
    - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
  - Note that 1 quarter hour = 0.67 semester hour.
  - Any exceptions to this requirement must be explained and justified.
  - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college offers associate and certificate programs that are within the guidelines of credit hours. There is no difference in tuition by program.

Additional monitoring, if any:

## Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

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1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
  - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
  - Determine whether the institution has a process to review and resolve complaints in a timely manner.
  - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
  - Advise the institution of any improvements that might be appropriate.
  - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### Rationale:

There are different complaint processes for things such as grade appeals and Title IX, but there is a main complaint process noted entitled the Complaints/Compliments Online Portal System. The following website provides information on how to file a complaint:  
<http://www.ccc.edu/menu/pages/contact-city-colleges.aspx>

After a varied set of decentralized approaches to student complaints, City Colleges of Chicago, Harold Washington College, moved to the centralized approach. Data from the previous years since the last visit was noted as not being complete. However, data was collected and reviewed. Based on the information provided, the institution is collecting and reviewing complaints. The institution provided an aggregated report of complaints since 2016 by general area, such as teaching or customer service. There are also general sets of data on student complaints prior to 2016 that note how many there were. The institution has

processes for review of complaints for issues of student concern. These complaints are handled, resolved and tracked by the Office of Student Services. The visit team reviewed the processes for Academic complaints. The complaints are referred to the Office of Instruction. The student is advised to seek resolution with the faculty member. If there is no resolution, the complaint is referred to Deans or Academic Chairs who address it with the instructor. If there still is no resolution, a discovery process is undertaken. If there is no resolution or there are repeated complaints against an instructor, there is provision for working with the faculty, providing a development plan, and, in the case of no correction/improvement, “beginning progressive discipline up to and including termination.” Student complaints are tracked by the Office of Instruction. Student concerns are also discussed at the quarterly meetings of the Leadership Team.

Additional monitoring, if any:

## **Publication of Transfer Policies**

(See FCFI Questions 8–10 and Appendixes D–F)

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1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
  - Review the institution’s transfer policies.
  - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
  - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
  - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
  - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution provides transfer policies within its Academic and Student Policy and Procedures Manual, as well as on its webpage, <http://www.ccc.edu/services/Pages/Request-Transfer-Credit.aspx>

The webpage references submission of a transcript from any college whereas the Manual refers to solely regionally accredited. There are also additional processes and policies in the Manual that are not found on the webpage. HWC indicated it would align the webpage information with the Manual for greater transparency.

The institution provides access to tools such as Transferology so that students may know how credit will transfer. There are transfer centers and transfer staff available to assist students. Further, the institution participates in the state of Illinois' Articulation Initiative and iTransfer, as well as the General Education Core Curriculum. The institution has a Transfer Partner webpage in which partner institutions are noted, along with information regarding how courses will transfer to the four-year institution. There are multiple processes for regular updating and review of transfer agreements.

Additional monitoring, if any:

## Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
  - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
  - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution guarantees the student identity through a secure login in and password process. There are no additional fees for proctoring or online classes.

Additional monitoring, if any:

## Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.

- The team should verify that the following requirements are met:
  - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
  - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
  - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in



September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
  - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
  - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
  - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
  - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
  - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about

the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution recent Department of Education's last program review in 2015 found that the institution had failed to report two students as withdrawn and that they were not meeting Department of Education Federal Work Study community service allocation requirements. In May of 2018, the Department of Education sent a letter of acceptance noting the corrective plan and the institution's response to these matters. There were no A133 non-compliance areas in the last 3 years. Harold Washington College failed to meet HLC's financial indicators and has subsequently filed a report to indicate its steps to address this issue in December of 2017. Harold Washington College provided its loan default rates for the last three years. Due to increasing default rates, the institution changed its loan assistance companies and is now working with Education Credit Management Corporation. Early numbers indicate a positive trend in the lowering of the default rate.

Campus Crime reports are posted in accordance with the Clery Act. Harold Washington College does not have athletic programs.

Cost of Attendance, Withdrawal, and Refund policies are found on the institution's website. Information regarding retention, completion, and placement rates are found on the website, <http://www.ccc.edu/colleges/washington/menu/Pages/Facts-and-Statistics.aspx>

Satisfactory Academic Progress policy is found in the Academic and Student Policies and Procedures Manual as well as on the website, <http://www.ccc.edu/colleges/washington/services/Pages/SAP-Appeal.aspx>

The institution is a non-attendance taking institution and faculty may set their own policies. However, the college does have a "no-show" policy that is implemented at the beginning of

the term as well as an “active pursuit” policy that is activated at mid-term and at time of the final grade.

Harold Washington College does not have any contractual agreements but serves as the institution within the City Colleges of Chicago through a consortial agreement to provide the distance education courses. Evidence in the appendix Q provides evidence of this approved agreement.

Additional monitoring, if any:

## **Required Information for Students and the Public**

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution publishes its tuition and fees in its catalog and its Student Handbook and on the website. The information may also be referenced from the Consumer Information page, <http://www.ccc.edu/colleges/washington/menu/Pages/Consumer-Information.aspx>

Additional monitoring, if any:

## **Advertising and Recruitment Materials and Other Public Information**

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
  - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
  - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
  - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
  - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Information regarding Harold Washington College's HLC accreditation may be found here:  
<http://www.ccc.edu/colleges/washington/menu/Pages/Accreditation.aspx>

Additional programmatic accreditation may be found here:  
<http://www.ccc.edu/colleges/washington/departments/Pages/Child-Development.aspx>  
<http://ccc.edu/colleges/washington/departments/Pages/Business-and-Computer-Information-Systems.aspx>

The college is encouraged to put all accreditation and its status with the State of Illinois under its “Accreditation” tab on its website for further transparency and ease of finding the information.

The institution's marketing and promotional materials, including the web page, provide clear and consistent information about programs and their accreditations.

Additional monitoring, if any:

## Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

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1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
  - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
  - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### Rationale:

Based on the outcome data provided in the Federal Compliance report and the information presented during the visit, it is clear the institution is reviewing the information and making suggested changes, as evidenced in the ACBSP accreditation review and in discussions with faculty concerning program review and assessment of student learning.

There is also a page within the webpage that shows outcomes information, <http://ccc.edu/colleges/washington/menu/Pages/Consumer-Information.aspx>

During the visit the institution verified how HWC makes use of the College Scorecard. HWC was encouraged to add the Scorecard link to the website for clearer transparency of its use.

Under the Department of Education section regarding loan default rates, the institution did explain how it was addressing this issue and provided data to demonstrate improving results.

### Additional monitoring, if any:

## Publication of Student Outcome Data

(See FCFI Questions 36–38)

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1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
  - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
  - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### Rationale:

There is also a page within the webpage that shows outcomes information,  
<http://ccc.edu/colleges/washington/menu/Pages/Consumer-Information.aspx>

The information available covers the range and type of programs found at the institution.

### Additional monitoring, if any:

## Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

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1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

**Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
  - Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
  - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution provides information regarding its program specific accreditation on its program sites, such as Child Development,  
<http://www.ccc.edu/colleges/washington/departments/Pages/Child-Development.aspx>

The visiting team verified HWC’s standing with the State of Illinois. The college is in the midst of the renewal of its standing. The visit team encouraged HWC to put all accreditation information (HLC and program specific) as well as its standing with the State of Illinois under its “Accreditation” tab on the website for greater transparency.

Additional monitoring, if any:

## Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note:** If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

- Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
  - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
    - The institution meets HLC's requirements.
    - The institution meets HLC's requirements, but additional monitoring is recommended.
    - The institution does not meet HLC's requirements and additional monitoring is recommended.
    - The evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution demonstrated in its Federal Compliance materials copies of locations where it placed requests for third party comments in accordance with policy. The visit team verified that HWC received no public comment.

Additional monitoring, if any:

## Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)



- Review the list of direct assessment or competency-based programs offered by the institution.
  - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
  - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution does not have competency based programs.

Additional monitoring, if any:

## **Institutional Materials Related to Federal Compliance Reviewed by the Team**

Provide a list of materials reviewed here:

Institutional Website

Materials provided in the Federal Compliance Submission

Department of Education A-133 Review

### Syllabi

Anthro 201 G

Anthro 201 C

Art 103 B

Art 103 AAH

Art 103 WW6

Biology 114 AC  
Biology 114 WW2  
Biology 114 XZ  
Dance 115 D  
English 101 S  
English 101 WW22  
ESLINTG 98 CE  
Lit128 H  
Lit 128 WW2  
Math 100 CE  
Psych210-1 WW1  
Spanish 101 FH  
Spanish 101 WW1  
Spanish 101 AC



## Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

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Institution Under Review: City Colleges of Chicago-Harold Washington College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

### Part 1. Institutional Calendar, Term Length and Type of Credit

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#### **Instructions**

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

#### **Responses**

##### **A. Answer the Following Question**

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes       No

Comments:

Harold Washington College's term lengths are predominantly 12 or 16 weeks and courses meet the appropriate number of hours per week equivalent to credit hours.

##### **B. Recommend HLC Follow-Up, If Appropriate**

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes       No

Rationale:

Identify the type of HLC monitoring required and the due date:

## **Part 2. Policy and Practices on Assignment of Credit Hours**

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### ***Instructions***

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
  - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
  - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
  - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
  - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
  - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
  - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
  - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
  - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
  - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
  - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
  - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
  - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
  - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

## ***Worksheet on Assignment of Credit Hours***

### **A. Identify the Sample Courses and Programs Reviewed by the Team**

#### Courses

#### Programs

Early Childhood

#### Syllabi

Anthro 201 G

Anthro 201 C

Art 103 B

Art 103 AAH

Art 103 WW6

Biology 114 AC

Biology 114 WW2

Biology 114 XZ  
Dance 115 D  
English 101 S  
English 101 WW22  
ESLINTG 98 CE  
Lit128 H  
Lit 128 WW2  
Math 100 CE  
Psych210-1 WW1  
Spanish 101 FH  
Spanish 101 WW1  
Spanish 101 AC

**B. Answer the Following Questions**

1. Institutional Policies on Credit Hours

a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes  No

Comments:

As found in the Academic and Student Policy Manual, section 9.01, Application of Rationale for Awarding Student Semester Credit, there is a definition that addresses both hybrid and online delivery formats, as well as a table that addresses formats such as independent projects.

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes  No

Comments:

Yes, the policy addresses both time expected in the classroom and outside of the classroom.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes  No

Comments:

The policy references "the amount of work of intended learning outcomes" and includes reasonable definitions for credit hour.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments:

The policy is both in accordance with the federal definition and is also in the range of good practice.

## 2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments:

A review of sample course syllabi denote that the course descriptions are the same across syllabi and are reflective of the awarding of credit.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes  No

Comments:

A review of sample syllabi denote that the learning outcomes are appropriate to the courses and awarding of credit.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes  No

Comments:



The course descriptions for those courses that are offered in alternate-delivery or compressed-format are appropriate and reflective of the institution's policy on the awarding of academic credit.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes  No

Comments:

The learning outcomes are appropriate to the courses and programs reviewed and keep with the institution's policy of awarding of credit. Learning outcomes are reasonable to be fulfilled in the time allocated. The federal reviewer noted that for some courses some of the outcomes, while reasonable, differed between traditional and courses in alternate delivery formats. Two sections of the same course offered in seated format also differed. The visiting team reviewed syllabi from several additional courses along with the Master Syllabi for each of the courses. While the total learning outcomes did occasionally differ, the team found that each syllabus contained, as a core, the Master Syllabi learning outcomes. The outcomes were all reasonable and met the allocation of credit policy. The team was shown that the institution is in the final stages of reviewing all course section syllabi and ensuring they are aligned with the Master Syllabi.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes  No

Comments:

The assigning of credit is appropriate and reflective of its policy on the awarding of credit and is a commonly accepted practice in higher education.

### C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

Yes  No

Rationale:

Identify the type of HLC monitoring required and the due date:

**D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes  No

Identify the findings:

Rationale:

### Part 3. Clock Hours

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#### ***Instructions***

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes  No

**If the answer is “Yes,” complete the “Worksheet on Clock Hours.”**

**Note:** This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

- 1 semester or trimester hour must include at least 37.5 clock hours of instruction
- 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

**Worksheet on Clock Hours**

**A. Answer the Following Questions**

1. Does the institution's credit-to-clock-hour formula match the federal formula?

- Yes
- No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

- Yes
- No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

- Yes
- No

Comments:

**B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?**

Yes

No

**C. Recommend HLC Follow-up, If Appropriate**

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of HLC monitoring required and the due date:

# Institutional Status and Requirements Worksheet

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|   |  |
|---|--|
| <b>INSTITUTION and STATE:</b>   | City Colleges of Chicago-Harold Washington College, IL                             |
| <b>TYPE OF REVIEW:</b>  | Open Pathway Comprehensive Evaluation  |
| <b>DESCRIPTION OF REVIEW:</b>   | Comprehensive evaluation includes a Federal Compliance reviewer: Dr. Rita Gulstad. |
| <b>DATES OF REVIEW:</b>   | 10/1/2018 - 10/2/2018  |
| <input type="checkbox"/> No Change in Institutional Status and Requirements |  |

## Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: No Change**

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Degrees Awarded: Associates

**Recommended Change: No Change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2008 - 2009

Year of Next Reaffirmation of Accreditation: 2018 - 2019

**Recommended Change: 2028-2029**

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## Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

**Recommended Change: No Change**

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Additional Location:

Prior HLC approval required.

**Recommended Change: No Change**

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# Institutional Status and Requirements Worksheet

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Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: No Change**

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## Accreditation Events

Accreditation Pathway

Open Pathway

**Recommended Change: Eligible to choose**

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## Upcoming Events

### Monitoring

Upcoming Events

None

**Recommended Change: No Change**

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## Institutional Data

### Educational Programs

### Recommended Change:

#### Undergraduate

|                       |    |       |
|-----------------------|----|-------|
| Certificate           | 24 | _____ |
| Associate Degrees     | 21 | _____ |
| Baccalaureate Degrees | 0  | _____ |

#### Graduate

|                    |   |       |
|--------------------|---|-------|
| Master's Degrees   | 0 | _____ |
| Specialist Degrees | 0 | _____ |
| Doctoral Degrees   | 0 | _____ |

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## Extended Operations

### Branch Campuses

None

**Recommended Change: No Change**

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### Additional Locations

# Institutional Status and Requirements Worksheet

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DePaul University, 14 E. Jackson Blvd, Chicago, IL, 60604 - Active

**Recommended Change: No Change**

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## Correspondence Education

None

**Recommended Change: No Change**

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## Distance Delivery

- 15.1303 - Architectural Drafting and Architectural CAD/CADD, Associate, Architectural Drafting
  - 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate of Arts
  - 24.0102 - General Studies, Associate, Associate of General Studies
  - 30.0101 - Biological and Physical Sciences, Associate, Associate of Science
  - 52.0201 - Business Administration and Management, General, Associate, Management/Marketing
  - 52.0201 - Business Administration and Management, General, Certificate, Management/Marketing
  - 52.0301 - Accounting, Associate, Accounting
  - 52.0301 - Accounting, Certificate, CPA Accounting Prep
- 

## Contractual Arrangements

None

**Recommended Change: No Change**

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## Consortial Arrangements

- 51.0602 - Dental Hygiene/Hygienist - Associate - Dental Hygiene Program - City Colleges of Chicago consortium
- 51.0801 - Medical/Clinical Assistant - Certificate - Medical Assistant Program - City Colleges of Chicago consortium
- 51.0803 - Occupational Therapist Assistant - Associate - Occupational Therapy Assistant Program - City Colleges of Chicago consortium
- 51.0911 - Radiologic Technology/Science - Radiographer - Associate - Radiography Technology - City Colleges of Chicago consortium

**Recommended Change: No Change**

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