

Blackhawk Technical College

HLC ID 1857

AQIP: Comprehensive Quality Review

Visit Date: 2/4/2019

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Context and Nature of Review

Visit Date

2/4/2019

Overview the Comprehensive Quality Review (CQR)

A Comprehensive Quality Review (CQR) is required as part of the Year 8 comprehensive evaluation during the final year of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements.
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established continuous quality improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process-level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable.
- Evaluate distributed education (multiple campuses), if applicable.
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

Scope of Review

- Quality Highlights Report
- On-site Visit
- Federal Compliance Review
- Multi-campus Visit (if applicable)
- Reaffirmation Review (Year 8 only)

- Federal Compliance 2018
- CQR Quality Highlights Report

Institutional Context

Blackhawk Technical College (BTC), founded in 1912, is one of sixteen technical colleges that form the Wisconsin Technical College System. BTC serves approximately 7,200 students in credit programs and 2,800 students in non credit programs. BTC offers 26 associate degree programs and 27 technical diplomas, taught by 86 full-time and approximately 200 part-time faculty, through its 280,000 square foot main campus in Janesville, an advanced manufacturing site training center in Milton, and three additional locations. BTC scaffolds academic opportunities,

allowing students to earn stackable credentials that can lead to an associate degree program. BTC is an open-enrollment institution that serves many first-generation students, driving the College to consider options, such as the meta-major, that help students earn credits that fulfill requirements in multiple majors; students can explore career options without the loss of time or academic credit.

The College has experienced substantial turnover in its leadership. The current president, Tracy Pierner, has held this position for 2.5 years. During this time, he has built a strong administrative team that is leading the institution to address challenges in enrollment, financial stability, and community relations. President Pierner has led the College to establish a new system of shared governance that is highly data driven and provides opportunities for faculty and staff to actively participate. BTC is committed to five strategic initiatives: flexible education, guided pathways, marketing and communication, organizational development, and financial sustainability. The rapid pace of change is making a positive impact on the long-term stability of the College and its role within its communities, but the short-term impact has been the loss of many faculty and staff who have elected to retire or seek opportunities elsewhere.

In 2008 the General Motors plant that had been part of the Janesville community for generations closed, leading to a spike in BTC enrollments as thousands of people faced the need to develop new skills. This spike, of course, quickly leveled off, leading to financial concerns. BTC has become an active partner with local schools and industry to become **the** partner to provide early college and dual credit opportunity for high school students and the provider for career and technical training for local industry. Because Blackhawk is open to innovation, it has been able to stabilize the enrollment and improve its financial situation. It has a Moody rating of AA2 and the most recent composite financial index of 1.7. By all measures, Blackhawk Technical College is meeting the challenges of the current environment and planning strategically for the future.

Interactions with Constituencies

List of People the Visiting Team Met:

President
VPAA
Mgr. Marketing and Communication
Executive Director, Student Services
Assist to the President/District Board
VP Administrative Services
Executive Director/CHRO
Members of the Board of Directors, including the Board President and Chair, Personnel Committee (6)
Academic Chair and member of GPS
Dean, Business and General Education
Dean, Health Science and Public Safety
Creative Services Specialist
Registrar
Access and Accommodations Coordinator
Director BTC Foundation
PTA Instructor
Academic Advisor (6)
Controller
Gen Ed Instructor (2)
Radiography Instructor (2)

Enrollment Development Coordinator
Director, Teaching and Learning Resources
Career Services Specialist
Student Pathways Coordinator
ALO/IRE Analyst
Director, Institutional Research
Coordinator, Allied Health
Coordinator, Fire EMS Programs
Coordinator, Law Enforcement
Automotive Instructor
Chair, Communication and Social Science
Co-Chair, Science
Co-Chair, Math
Business, Chair and instructor
Chair, Nursing
Director, Teaching and Learning Resources
Co-chair and instructor, Science
Physical Therapy Instructor
Dean, Human Sciences and Public Safety
Advanced Manufacturing instructor
Dean, Business and General Education
Career Services Specialist
IT Director
Purchasing Administrator
Director, Facilities
Early College Specialist
Allied Health Coordinator
Mental Health Counselor
Nursing Program Chair
Advanced Manufacturing faculty
Grants Administrator
Administrator, Budget Development and Grants
Business Mgt. Instructor
Business Instructor (2)
Executive Director of Student Services
Director of Institutional Research
Diesel Instructor
Manager Learning Up
PTA/Coordinator
Radiology and CT Instructor
Allied Health Coordinator
Science Instructor
Nursing Program Chair
PTA Faculty
Fire and ENS Coordinator
Adjunct, Public Safety
Nursing Assistant Instructors
Business instructor/chair
Business instructor (2)

Communication Instructor
Basic Skills Instructor (2)
Criminal Justice
Math/Science Instructor
Radiography faculty
Dental Assistant faculty
Diesel Instructor
Automotive Instructor
Advanced Manufacturing faculty
Chair, Math
Co-chair, Science
Culinary Arts Coordinator
Health Science/Nursing
Administrative Assistant (10)
Instructional Design Specialist (3)
Registration Specialist
Teaching and Learning Specialist
Multimedia Technician
Career Services Specialist
LSD Learning Center Assistant
Human Resources (3)
Marketing and Communication
Videographer/Photographer
Fiscal Clerk
Financial Aid Specialist
Financial Aid Assistant
Accountant-Receivables
Early College Specialist
Helpdesk Network Specialist
Community Members: SW Wisconsin Workforce Board Business Services, SW Wisconsin Workforce Development Board, Food Services Director of Best Gents, CIE Director BMHS, Director of Human Resources (Rock County), Professional Land Surveyor, City Administrator of Milton, Civil Engineer, Economic Development Manager (Rock County), Technical Director of Frito-Lay (Beloit), City Manager of Janesville, School District of Beloit, Architect (Angus Young Associates), Tech Ed Instructor, Clinton High School Work Based Learning, MPC Training Manager

Additional Documents

The additional documents reviewed are included in the Addendum.

1 - Mission

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

1.A - Core Component 1.A

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

Met

Evidence

Wisconsin State Statute Chapter 38 prescribes the statutory mission of the technical colleges in the state system to provide occupational education, training, and retraining to allow full participation in the workforce. In addition, technical schools are to work with area employers and school districts to meet the needs of its service area.

To further define its mission related to its service area, Blackhawk Technical College (BTC) describes a strategic planning process that includes internal and external participants that provide strengths and areas of improvement for prioritization. Faculty and staff confirmed participation in this process. Board meeting minutes from August 16, 2018, and policy document B-100, confirm adoption of revisions to approved Mission, Vision, and Values.

Blackhawk Technical College offers certificates and associate of applied science programs in career technical areas. In discussions with the community members, it was confirmed that these programs are meeting the needs of area employers. Community members highlighted culinary, health profession, and industrial manufacturing as exemplary programs at the College.

The described student support services and enrollment profiles are consistent with the stated mission. BTC enrolls students in Green and Rock counties and has additional locations in Milton and Monroe. The revision of modalities to include flexible labs and revised scheduling are contributing to their efforts to meet the needs of students. BTC has made a concerted effort to revise its academic advising and to enhance its career services to help students complete and gain employment. The Certificate in Professional Development was developed to teach students how to navigate the employment process, including resume writing, interviewing, and gaining knowledge about potential employers to enhance

their employability. In conversations with students, one was participating in this Professional Development program and described how valuable the information was in helping her prepare to advance in the workforce. In addition, a large national employer as well as small business owners confirmed that graduates are entering the workforce with the softskills required for successful employment. Their only comment was that they needed more of these students to fill the current job vacancies.

The strategic plan outlines five primary initiatives, and in reviewing the Board of Director minutes July - October, 2018, the team noted the approval of concept plans for land acquisition, hiring of staff and faculty, and facilities master plan to include library improvements, all in line with the strategic priorities of the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

Met

Evidence

With the hiring of a new president, the College described a new strategic planning process which included conversations with its multiple constituents, which was confirmed during conversations with staff and faculty.

Blackhawk Technical College has a clearly stated Mission, Vision, and Values policy most recently updated at the District Board meeting August 16, 2018 and published as Board Policy B-100. A review of the online catalog link shows the previous version of the policy, which will be updated with the next year's catalog. The website posts the current version and a link in the student handbook also provides the updated policy. In addition, the Mission, Vision, and Values along with the Core Abilities are publicly displayed throughout the campus on large posters as well as on the electronic television screens.

The Mission, Vision, and Values document describes the institution's flexible education and ways it will provide a supportive environment for students to meet their educational goals. The policy includes collaborating with the community, providing a supportive and inclusive culture, and creating an infrastructure that is data informed and consistent. Blackhawk Technical College is a two-year technical college focused on meeting the growing employment opportunities in its service area.

In conversations with the community leaders, it was clear that the College is collaborating and meeting the workforce training needs, especially in the advanced manufacturing technology area, and is seen as a draw to attract businesses to the area. In addition, the effort to collaborate with local school districts to provide early college opportunities is continuing to grow and is providing innovative opportunities on the campus as well.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

Met

Evidence

BTC describes itself as an open-access institution engaging diverse student groups from a wide range of ages, racial/cultural backgrounds, socio-economic statuses, education attainment, life situations, parenthood statuses, employment statuses, and first generation college students, reflecting the communities it serves. Through conversations on campus and a review of the College website, catalog, and calendar, the visiting team determined BTC demonstrates an understanding of the relationship between its mission and the diversity of society.

BTC addresses the diversity of its students in myriad ways. The College offers English Language Learner courses and has translated the registration form and web page outlining English Language Learning courses in Spanish. The College offers multicultural programming for Black History Month and hosts the community's Dr. Martin Luther King, Jr. Commemoration event. Students can participate in the Multicultural Alliance or Veteran student organization. In addition, BTC offers educational programs, support services, and training materials in diversity and social justice as well as advocacy, mentoring, support, inclusion, advising, and leadership and linkages to internal and external resources. There are also stress and test anxiety management workshops. The College has also posted a permanent sign language interpreter position to try and meet the needs of those needing adaptive services. In conversations with administrators, the team determined BTC recognizes the need to more directly address race, LGTBQ, and the adult student.

To support students who struggle with fulfilling basic needs, the College implemented a "Coins for Caring" program. This program provides emergency funds to students for help with rent, food, and gas, as these are often barriers to academic success. In reviewing the requests, the College started a Student Cupboard which serves as a food and hygiene pantry on campus so that students didn't have to take time out of the day to stand in line for these services offered at community locations. Students must apply for funds and requests are vetted through academic advising.

In addition, the College addresses diversity in its curriculum. Examples include the program outcome in the Fire Protection Technician program: "Demonstrate professional conduct by displaying a personal code of ethics, positive work ethics, flexibility, teamwork skills, physical fitness, safe procedures, and sensitivity to diverse cultures and individuals." Students meet this program outcome by successfully completing the Introduction to Diversity Studies course. The college also offers a Peacekeeping in a Diverse Society course. Specific programs also address diversity in courses such as

Racial and Cultural Diversity in Human Services and the Culinary Arts course, Global Cuisine.

Finally, the focus on adopting a mission to provide flexible education by allowing students to enroll in courses in a variety of modes is a recent example of how Blackhawk Technical College is recognizing the diversity needs of its students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

Met

Evidence

Blackhawk Technical College has embraced engagement with its external constituencies and communities to respond to their needs as part of the new strategic planning process led by the new president. The philosophy was described by community members as moving from a "Why?" to a "Why not?" attitude in responding to their requests for partnership. Conversations with the community leaders of small and large businesses, city officials, county officials, superintendents, and K-12 teachers confirmed that the institution is intentionally seeking information about meeting community needs.

One of the examples provided was investment in revitalizing property in Milton and transforming the structure into the 107,500 square foot Advanced Manufacturing Training Center. A chamber of commerce member described BTC's manufacturing programs and training to area businesses as a key resource in bringing new manufacturing business to the area.

Recognizing students may be ready for college-level work before graduating high school, BTC offers dual credit options in the high schools as well as a Start College Now program on campus which will be expanding to include freshman. These early college experiences allow students to save money and graduate from high school with some college credit or an associate degree.

In addition, the College offers health and career fairs for local residents. The College offers blood drives and helps promote job center fairs and participates in the education and business partnership groups. Noting that there is a growing Spanish language population, the College participates in bilingual town hall meetings and offers courses in libraries and areas more accessible to the community.

For 25 years, 2nd-year accounting students have participated in the Internal Revenue Service Voluntary Income Tax Assistance (VITA) Program, which provides free tax return preparation for low income and elderly citizens. Students take appointments and provide the service under the supervision of a licensed CPA serving as their instructor.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Through an inclusive strategic planning process led by a new president, Blackhawk Technical College adopted a revised Mission, Vision, and Values policy that focuses on providing flexible education in a supportive environment. The Mission, Vision, and Values is Board Policy B100 and is available on the website, catalog, and student handbook as well as prominently displayed throughout the campus.

The faculty and staff described a focus on flexible education to meet the diverse needs of its students. The resource allocation to transform an abandoned building into a state-of-the art advanced manufacturing training facility was described as a key factor in bringing new businesses to the area.

Conversations with Board of Directors confirmed the intentionality of BTC's direction and decisions, and a review of Board of Director minutes confirmed the College is dedicating human, fiscal, and physical resources in alignment with its strategic plan aimed at providing flexible education in a supportive environment. Criterion One is met.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Met

Evidence

Blackhawk Technical College (BTC) provides clear guidelines for and expectations of ethical behavior for faculty, board, administration, and staff. The Board expectations are clearly delineated in Policy B-800 Board Ethics. Similar expectations for College employees are provided through C-200 Employee Ethics and through documents relating to procurement, responsibilities as a public servant, and other College and job functions. As a public institution, BTC also follows the expectations for state employees as provided by the Wisconsin State Legislature. Faculty, staff and administrators receive information about cultural competency, FERPA, campus safety, and Title IX as part of the on boarding process, and supervisors have access to additional training, such as on performance evaluations and wage and hour compliance. Annual refresher training in Title IX and FERPA is required each year, including for adjuncts. Some training is offered through workshops and some through Skillsoft, an online learning portal. The College can monitor attendance through the Skillsoft portal. Faculty, the Board, and staff confirmed these expectations during the team visit.

As a public institution, BTC follows the guidelines (Annual Budget Policy D-200 and Auditor Policy B-2126) with respect to the management and oversight of the College budget and financial status. Members of the Board sign a Conflict of Interest form, as confirmed during the team visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Met

Evidence

BTC uses its website and other forms of written communication to clearly and completely inform current students and the general public about the College. Information is available about credit and non-credit offerings, as well as options for high school students who want to earn college credit and those seeking to complete the high school equivalency. The College may wish to review the information, as some programs include more detailed information than is provided for other programs. Costs are provided for each course as well as the total expected costs to complete a program. Through the website, a potential student would understand the requirements, the methods of delivery, as well as any prerequisites required for courses. However, in the team meeting with students, students expressed that they were not fully aware of the cost of attendance nor requirements of programs. The number of students who participated in the team visit was small, but the College may wish to ask advisors to explore this topic with students. .BTC may also wish to reduce the number of steps to find the cost information on the website.

The public is provided clear information about the cost of attendance and the various means of paying for college, including credit through prior learning and forms of financial aid and available scholarships. The amount of transfer credit a student may apply and the rules about the currency of credits are also clearly articulated on the website and in the academic catalog. During the team visit, it was confirmed that prior learning credit is part of the College's strategic initiative for flexible education. BTC acknowledged that Prior Learning Assessment (PLA) is still in its developmental stages and not as fully developed as suggested by the website.

Information about faculty is available to the public, including the faculty members' academic credentials. In a review of requested personnel files, some faculty no longer employed at the College remain listed on the website. The College may wish to include as part of the separation process the removal from the website of faculty who have resigned or retired. A review of thirteen randomly selected personnel files shows some inconsistency of materials collected and retained. Not all files, for example, included the resume, transcripts, evaluation, or, if applicable, separation notice. The team highly recommends that the human resource department audit its files and ensure all relevant material is included in each personnel file.

The relationship between the Board, the President, and the College is explained on the website, and the identity of all the members of the Board is provided, along with the contact information and role in the community. The Board confirmed that they hear from people throughout the College community and respond to questions and concerns.

The accreditation process is clearly explained, including the 13 specialized accreditation the College maintains and the review cycle and accreditation process for each. Information about the Higher Learning Commission is readily available on the website and is published in the catalog. During the team visit, the College provided a copy of the notice of the visit published in the local Beloit newspaper. The sixteen members of the community who participated in two drop-in sessions were aware of the accreditation process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

Met

Evidence

As confirmed in the luncheon meeting with members of the Board, the Board focuses on issues related to quality improvement, the College's response to communities' needs, and the continuing viability of the College. The Board considers one of its most important recent tasks the process to select a new President, as the President sets the course for the direction and growth of the College. Recently, the Board has added a self-reflection for the Board as well as an evaluation of the president. The Board informed the visiting team that these measures were added to hold themselves and the President accountable and provide the opportunity for reflection and quality improvement.

As reflected in a review of the agendas and minutes from the monthly Board meetings, and as confirmed through the team members' discussion with members of the Board, the Board is appropriately aware and concerned about the institution's interests and the Board's obligation to the communities. The Board uses a consensus agenda and receives a monthly update on the budget, on recently tendered resignations, and on student successes. BTC regularly updates the Board on activities, outcomes, and data related to programs. Curriculum proposals are brought forth for approval, new hires with salaries are presented, and all financial transactions are discussed. The team was impressed by the careful consideration the Board demonstrates in its fiduciary role for the College.

State law determines the composition of the Board, to include a certain number of women, an elected official, someone from the school board, and two employers. This careful thought into the design of the Board reflects a commitment to being truly representative of the taxpayers of the district. Board members sign a Conflict of Interest disclosure. The Board recently approved a new Board conduct policy to provide an avenue for addressing behavior of Board members.

As confirmed during the team visit, the Board recognizes its role as providing fiduciary oversight and supporting strategic initiatives that fulfill the College's mission. The Board confirmed that they are

only responsible for supervising the President, but they are responsible to the community served by the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Blackhawk Technical College demonstrates a commitment to freedom of expression and the pursuit of truth in teaching and learning. Policy 1-110 Academic Freedom and Responsibility articulates the principles of academic freedom that inform the life of the College. Faculty participate in an orientation and onboarding sessions that provide College documents, processes and expectations and review issues of ownership of institutional and personal works. Faculty interviewed during the team visit confirmed that they feel completely free in expression and the ways in which they teach.

Students receive implicit and explicit instruction and guidance about freedom of expression and the pursuit of truth. Students participate in an orientation that includes an explanation of the commitment to academic honesty and integrity. Information about behavior that violates academic honesty and integrity is provided in the student handbook as well as the course syllabi. As many students do not read student handbooks, the College may wish to consider providing information about academic integrity and honesty on the Website. Most syllabi contain, at the bottom of each page, this statement: "BTC does not tolerate violence, threatening, discriminatory, harassing, or racist behaviors in person or online." The College may want to ensure that this one-sentence declaration of commitment to a tolerant and safe environment is listed on all syllabi.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

Met

Evidence

The orientation and onboarding provided for all new employees, including College work study students, includes guidelines on intellectual property rights, fair use legislation, and the appropriate approach to research. During the team visit, advisors explained that as part of the ARROW advising, advisors review with new students the language in the student handbook about plagiarism and academic honesty. Students are also introduced to the Student Code of Conduct, which explains academic integrity. In a review of over thirty-five syllabi, all syllabi included common language about academic honesty and integrity and the judicial process for violations. Under a previous administration, an Institutional Review board (IRB) was established, but the current administration admitted that the IRB was never truly implemented. In the last few years, only one to two applications have been submitted. The College is currently considering best practices with respect to the next steps of an IRB.

Students receive guidance on the ethical use of information resources through the basic composition course and oral communication course required in degree programs. Many programs, such as those in the health sciences, also have ethics components as required by accrediting bodies. Library staff conduct research sessions with students as part of various courses. During the team visit, the librarian spoke of the transition to greater use of digital materials and responding to this shift. Safe Assign, Respondus LockDown Browser, randomized tests, and instructor-proctored exams are tools available to all faculty and support various assessments faculty may choose to use.

The College provides policies on academic integrity and honesty, as noted above. In addition, the College promotes seven Core Abilities, one of which is "demonstrate professional work behaviors." These Core Abilities are linked to all syllabi, to faculty and staff evaluations, and posted prominently throughout the College. Information is communicated clearly about the process for responding to violations of academic integrity. The Systems Portfolio noted the tool Report Exec, allowing any employee to report suspected misconduct. In the meeting with faculty, no one appeared aware of this tool.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

During the team visit to BTC, the team interacted with faculty, staff, students, administration, the Board, and members of the community. It is clear that the College models ethical behavior and sets expectations for integrity and ethics. These expectations are clearly stated in both student and employee handbooks and in the Bylaws that govern the Board. Processes exist to respond to breaches of integrity and ethics, including the Behavior Intervention Team (BIT) and the Student Conduct Board. Faculty have tools and support from advisors, the library, and instructional designers and technicians to support the teaching of responsible research and integrity. The Core Abilities and WTCS Faculty Qualification Assurance System (FQAS) Competency Framework reinforce the explicit policies that govern behavior and expectations. Blackhawk Technical College meets the expectations for Criterion 2.

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

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

3.A - Core Component 3.A

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

Met

Evidence

Blackhawk Technical College's (BTC) degree approval process aligns with the Wisconsin Technical College System (WTCS) to ensure associate degrees, technical diplomas and certificates are appropriate to the WTCS and BTC missions. BTC ensures the consistency and reliability of its courses and programs through its curriculum development and modification process, faculty qualifications, student assessment and specialized accreditation processes. The team confirmed during the visit that program review occurs on a three year cycle, and yearly updates are provided to administration and the Board.

BTC uses industry input via advisory committees and curriculum development processes (DACUMs) as well as its own program approval process, supported by common syllabus templates, continuous curriculum development, and modification, to ensure rigor in new and current courses. Rigorous program performance is ensured via course assessment of core abilities and program outcomes. The visiting team met with sixteen community members who confirmed the engagement of the community in curricular development. Faculty confirmed the ongoing process of developing common syllabi and course shells, work that is performed by faculty and program coordinators and reviewed by the appropriate dean. Programs and certificates with programmatic accreditation are aligned to the expectations as established by these external bodies.

Modality consistency is sustained across all modes of delivery and locations using industry-validated curriculum that generates consistent program outcomes, course competencies and performance standards. Common syllabi, faculty orientation, Teaching and Learning Resource training and faculty mentoring of dual-credit high school instructors ensures consistent quality standards for flexible

modes of delivery. Faculty coordinators/chairs and deans confirmed that syllabi are reviewed by the subject matter experts, and faculty coordinators/chairs perform classroom observations. A review of over thirty-five syllabi, including samples from classes taught through multiple modalities, affirms that course descriptions and learning outcomes are consistent. However, BTC may wish to review the syllabi more closely, as not all syllabi included the Core Abilities reinforced and assessed through the course. A review of ten online courses confirmed that courses delivered in alternative modalities reflect BTC's learning goals and expectations. Faculty work with instructional designers and instructional technicians to ensure BTC is delivering a flexible and supportive environment that enhances student learning, as confirmed when meeting with faculty and staff.

Programs are reviewed for suspension or termination when enrollment declines or if industry/business needs decrease. During the team visit, BTC acknowledged that the focus has been on program development and actions have been lagging on suspending or terminating programs. In the meeting with community leaders, it appears that more often programs are modified to meet changing needs rather than discontinued.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

Met

Evidence

BTC's two degree levels (Associates of Applied Science and Technical Diplomas) include common outcomes integrated in technical and general education coursework. Most associate degree programs require 15 hours in general education requirements, including a writing, a communication, a math, and a social science course or courses. The different general education requirements reflect the differences in the programs. For example, the associate's degree in medical diagnostic sonography and vascular requires a physics course and the associated math prerequisites. The culinary associate's degree requires the math with business application courses.

The alignment of common outcomes to the Mission was established when faculty extended their focus from course and program assessment to assessment of student learning pertaining to BTC's Core Abilities. BTC aligns its several Core Abilities to various areas of student learning because the College believes these skills lead to employability. The team confirmed the value of the Core Abilities on the campus visit. The Core Abilities are posted throughout the campus and the particular abilities a course will develop are clear on the syllabus. Students acknowledged the value of developing these skills, and employers in the area spoke about the difference these Core Abilities has made in the quality of the graduate who is ready for the workforce. According to the many community members, including members of the Workforce Board from SW Wisconsin, the Director of Human Resources from Rock County, the Economic Development Manager of Rock County, and the Technical Director of Frito-Lay, BTC graduates are highly sought after and extremely prepared for the job market.

BTC's Core Abilities are integrated into all programs at the course level and college-wide rubrics are used for assessment and improvement. BTC ensure Core Abilities remain relevant and aligned with community expectations through information gathered from employers via its BTC Workforce & Community Development Division, bi-annual program advisory meetings and employers surveys. In addition to the Core Abilities, each course also has learning outcomes that align to the program and the field. Faculty and members of the community who serve on advisory boards confirmed the value each find in the review of curricula with the advisory boards, which also provide input on changes in the field and the skills needed to remain competitive. Faculty are also involved in activities such as the Career Day and Tech Day, in which high school students, employers, and BTC participate in exploration of careers, providing a valuable link between education and employers. The College also has outreach staff and senior administrator who connect the College to the regional employment needs.

BTC stresses the importance of Core Abilities by infusing them into employees' performance reviews. For students, the Certificate of Professional Development signifies the attainment of the Core Abilities skills. BTC may wish to explore how to encourage more students to take advantage of this Certificate.

The College provides the opportunity to recognize the human and cultural diversity in the world in which they live in work through co-curricular activities, materials in the classroom, specific coursework, and through the population it serves. For example, BTC serves a diverse student population in terms of age, ability, background, and ethnicity. BTC takes seriously its commitment to differently abled students, so the members of the community learn side-by-side with others who may be visually impaired, hearing impaired, or emotionally challenges. BTC offers a social science course in diversity that is required for several programs, and other programs have profession-specific courses that address diversity within the particular work environment. For example, the nursing program requires a class in community mental health that specifically addresses diversity in its many forms. In addition, students may take advantage of many co-curricular and on campus events that highlight the diversity in our world. While at the campus, the visiting team saw posters for the Black History Month speaker and saw advertisements promoting Black History Month through culinary offerings. Faculty spoke of the many variety of clubs and organizations on campus, including Alliance and a veterans club.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

Met

Evidence

Deans conduct annual faculty needs analyses that are based on student-to-faculty ratios, credit hours taught by full-time faculty, and the size of programs (in credit hours) to support their requests for additional faculty. The Human Resources Department and Director of Student Services determine the needed qualifications in postings. Upon screening applicants by the hiring manager and HR, interviews are conducted by teams that must include at least one subject matter expert. As confirmed during the site visit, a faculty interview will also include a teaching demonstration. Faculty and members of the Board shared with the team members that the rapid change at the institution has led to the departure of many faculty, either through retirement or through resignation. This turnover has resulted in an increase in the hiring of adjuncts. Some programs, such as accounting, noted that although there was initial concern over hiring two adjuncts rather than a full-time person, it has been a beneficial move, as these adjuncts are current in the field and have infused new ideas and content into the curriculum. Other programs, such as nursing, noted the challenge in hiring master's prepared faculty, and those who are hired as adjuncts usually are seeking full-time employment and will leave BTC for a full-time job. The new program review process provides faculty chairs and coordinators with the data to advocate for additional hires, but the College may wish to consider a CPI that determines optimal full-time staffing levels by program. The visiting team heard from the College community the complaint of "project fatigue," and the shifting of projects to fewer and fewer full-time faculty could result in increased reluctance to contribute to service. The increase in administrative work also means that many full-time faculty may be teaching less through reassign

time, contributing to a higher percentage of courses taught by part-time faculty.

As a part of the application process, a minimum qualifications form is completed for faculty members. The Early College Specialist tracks the qualifications of dual credit instructors, requiring transcripts annually that are used to update qualifications. Instructors that do not meet the minimum qualifications are placed on a professional development plan that is reviewed annually. The College maintains funds for additional coursework, training, certifications, and externships to help faculty meet qualifications. The visiting team confirmed that the College is actively pursuing the requirement for meeting minimum qualifications for all faculty, full and part-time. The state has established a 2021 deadline for faculty to have earned the 18 hours in the discipline. The VPAA stated that he has developed a grid to monitor the minimum qualifications for all job descriptions. The College has developed a tested experience process, and assistance is available to support faculty who need to upgrade their certifications or education. During the conversations with members of the community, school superintendents and high school teachers noted the challenge for high school teachers to meet the content hour requirement, especially as these same teachers may have taught AP courses in the field. A review of personnel files confirmed that the College is in the process of accumulating the documents required to demonstrate the appropriate teaching credentials through transcripts, professional certification, and required hours in the field. The College may wish to conduct a personnel file audit, as noted elsewhere.

In 2014 BTC updated its performance management system by incorporating core abilities, employee engagement methods, and alignment with the College's strategic priority to increase organizational engagement and effectiveness. Supervisors review job descriptions with their employees annually. The College's employee evaluation processes and forms are consistent, they have an annual due date, and evaluations are used in decision-making. Including the Core Abilities in the evaluation provides a direct link to the classroom activities as well as work across the campus. In addition, faculty are evaluated according to the WTCS Faculty Quality Assurance System (FQAS) that assesses faculty in assessment, behavioral management, course design, data and evidence analysis, embracing technology, student success, and teaching methods and technology; full-time faculty complete this assessment over a three year time period, part-time over a five year time period. In addition, as confirmed during the team visit, faculty chairs/coordinators conduct classroom observations, and peer observations also take place. Student evaluations of teaching are not regularly conducted. BTC is encouraged to prioritize a process to capture student experiences in the classroom or online.

BTC requires that faculty meet predetermined faculty qualifications, accreditation standards, or licensing standards. These requirements often include two years of industry experience. In the rare occurrence an instructor is hired who does not mean these requirements, the instructor is placed on a professional development plan at the time of hire to ensure the instructor obtain the required standards by a predetermined target date. Those not meeting these expectations must have two years of industry experience. Faculty participate in the WTCS Faculty Quality Assurance System (FQAS) that offers professional development opportunities. The College provides seven ways in which faculty can maintain currency in their areas of expertise. Funding for approved professional development includes retreats, staff meetings, Professional Development Days, webinars, WTCS workshops, professional organization memberships, conferences, and requested training opportunities. BTC uses its annual budgeting process to provide for professional development alignment with institutional objectives. It tracks professional development attendance/ participation and feedback upon the completion of sessions using Skillsoft. The team confirmed through discussions with faculty and staff that professional development is available on campus and through off campus conferences and seminars. Faculty noted that adjuncts are not compensated for anything

other than hours in the classroom; as BTC relies more heavily on a contingent teaching staff, the College may wish to consider how to provide additional professional development opportunities for adjuncts.

BTC faculty list office hours and contact information on their syllabi and in their course shells (Blackboard). As discussed during the team visit, BTC may wish to be more prescriptive about the expectation of engagement in online courses and expectations of time to respond to student calls or emails.

As with faculty, staff members are hired according to the job description requirements. Staff members participate in onboarding and orientation activities, and they are encouraged to serve on cross functional teams. During the team visit, staff members, some working at BTC for less than a year, spoke to the benefit of being on CPI teams and working with others across the campus. Several members of advising and instructional design provided examples of professional advising training they attended off-campus and the participation in the annual conference for online learning held in Madison.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

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

Met

Evidence

Blackhawk Technical College responds to changing needs of students through cross functional team meetings of the Student Focus Work Group and the Behavioral Intervention Team (BIT). Staffing including new advisors, and instructional design specialists were hired as a result of listening sessions and focus groups. The Blackhawk Improvement Group (BIG) addresses needs of student sub-groups via student inclusion on continuous quality improvement teams. BTC recently added a wellness counselor to assist in helping students, and as the College embraces Flex Education, services have been expanded to hours that allow evening or early morning students to access the services. As confirmed during the team visit, BTC has provided monetary support through "Coins for Caring" and a food pantry, recognizing the importance of gas money or a meal for student success.

The College depends on placement testing to determine the needs of students. Accuplacer scores are used as placement for many of the courses, and the College offers this test on campus. Student are supported by tutoring, library services, skills labs, Disability Services, Ready Set College and mentoring. An Accelerated Learning Program may be used to allow students access to degree credits even if they test into developmental course work. Advisors and faculty interact with students to identify student needs and address academic challenges.

As confirmed during the visit, students who enroll at BTC are required to meet with an advisor at least twice in the first semester and complete an Academic Recovery Plan which outlines challenges and goals. After that time, mandatory advising sessions occur before and after the first semester to review the student's academic plan. The College uses targeted interventions for students who do not demonstrate "passing" academic performance.

The College offers faculty learning support through its faculty professional development days and the

Teaching Learning Center (TLC). BTC has invested in instructional designers and instructional technologists to assist faculty in developing materials to enhance learning. During the team visit, a campus tour provided evidence of well designed labs, clinical spaces, and appropriate training sites. These include, for example, a fire truck, EMS truck, burn roof, and all the equipment necessary to learn fire science. Culinary students learn through a professional kitchen, and those in the health sciences learn through fully equipped SIM labs.

Students are provided multiple opportunities to learn and practice the effective use of information and resources. In addition to the instruction that occurs in the basic writing course required of most students, students also receive library instruction through tutorials in the library as well as instruction in various classes. Many classes also emphasize the use of information within the discipline. For example, the criminal justice program requires students to take a course in Interview and Interrogation, and the laboratory food science technology program requires technical writing, which includes research writing.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

Met

Evidence

The Office of Student Engagement provides opportunities for co-curricular activities that provide educational, leadership and social experiences. BTC's common learning outcomes are integrated in all programs and its co-curricular offerings through academic sponsored activities and its Certificate of Professional Development. The Certificate allows participants to develop and improve professional skills identified within the BTC Core Abilities. In addition, students may participate in organizations such as PTK or as a Student Ambassador for their program of study. More specific organizations align with programs, such as American Welding Society and the Student Nursing Association.

The mission and vision of the College--: "We help you build your future with flexible education in a supportive environment" and "Delivering innovative education to enrich our communities"-- are experienced by students and the community. BTC has made an investment in the technology, the people, and the training to delivery on the flexible education promise. Faculty told the visiting team that students can complete lab work through FlexLab, and the team heard from faculty, advisors, and administrators about the MyEdChoice. From members of the community, the team learned of the responsiveness of the College to meeting the demands of local industry by creating new courses, new programs, and custom training. The College has earned a reputation for producing highly employable graduates because they are trained in both the skills of the profession and the soft skills.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Blackhawk Technical College provides a high quality educational experience to all. Students can learn through a variety of credit and non-credit programs delivered on multiple sites, on ground, online, and through Flex Education. BTC partners with school districts and local industry to review, refine, and revise curriculum and offers training to deliver on its mission to provide a quality learning experience in ways that serve the needs of students and the community. Students can enhance their educational experience through a variety of co-curricular activities and organizations. BTC continues to make investments in enterprise systems that contribute to a high quality educational experience that includes dedicated advising and appropriate learning support services. For these reasons, BTC has met the requirements for Criterion Three.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

Met

Evidence

Blackhawk Technical College maintains a process of layered and regular program review. All programs undergo a comprehensive program review every three years. The results of this review process are presented annually in December to the College community. While December is a difficult time to conduct program reviews, the timing is intended to allow incorporation of program review results and feedback into the budgetary discussions. Additionally, every program goes through a yearly internal review process. These annual reviews are not presented to the entire college community, but a majority of the metrics are identical to the three-year review allowing the program updates as necessary.

The College has an established process for evaluating incoming transfer credit. Potential incoming transfer courses are entered and compared to existing established BTC course equivalencies. If the course has not been previously evaluated, an e-mail will be sent to the appropriate Dean or Program Director for review. Approvals and denials are noted in the system. Certain age limits (i.e. time elapsed since the transfer course was completed) exist in some departments and are noted on the College's website.

Other types of credit by prior learning include challenge exams, military credit, and work experience. Challenge exams are designed by respective program faculty and are intended to measure competency. Most departments have established a grade of "B" as the minimum required for granting college credit. Military credits are evaluated by staff based on the appropriate military documentation. Work experience can be evaluated through either a skills demonstration, portfolio, or test. The process for each of these begins with the appropriate supporting documentation sent to the appropriate dean or program director.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

Met

Evidence

The process for assessment of learning at BTC begins with the end in mind. Each program at BTC establishes a set of program outcomes defining the level of learning expected of each student at the end of the program. Industry needs are gathered and considered in the establishment of program learning outcomes.

Many technical programs have their program outcomes created and aligned at the State level. These outcomes are created by a representative body of colleges and external stakeholder feedback to ensure consistency across the entire State. Although some programs are almost exclusively aligned by the State, others have the flexibility to consider local factors.

Departmental faculty are charged with establishing and assessing course-level outcomes, and the College has established seven core abilities for all degree students. These are: Communicate Professionally, Work Effectively in Teams, Lead by Example, Demonstrate Professional Work Behavior, Use Appropriate Technology, Solve Problems Efficiently, and Show Respect for Diversity. While the process for assessing all of these is still a work in progress, the college is making good strides. All learning outcomes are distributed to students on the website, on course syllabi, and in the case of the Core Abilities, they are strategically placed on large posters across the campus. There is some lack of consistency in how each of these Core Abilities is assessed across different programs

Both summative and formative assessment techniques are employed at BTC to collect the evidence needed to assess student learning. Assessment techniques vary by department. For example, in the AAS Culinary Arts program, program outcomes are assessed summatively in one course taught in the fourth semester while in the 1-year Welding Technical Diploma, outcomes are formative and assessed through the program.

Course level summative assessments may serve as program level formative assessments throughout the program to assist faculty in determining appropriate attainment of knowledge and applied skills.

Additionally, Core Abilities are assessed within courses, although as mentioned earlier, this process lacks some consistency. Overall the institution is working towards utilizing better assessment tools and is building in more consistent processes.

Many of the co-curricular activities have direct links to academic departments. However, assessment for those that do not have a direct tie to academic programs is in its infancy. As confirmed during the team visit, the College plans to address this in the very near future and has established a Co-Curricular Assessment Committee to research and make recommendations on tools and processes.

The College listed several improvements made as a result of insights gained through the assessment process. A couple that were mentioned by faculty during the site visit were:

- The Physical Therapy Assistant program implemented a required “pre-program” preparation course in Kinesiology taught in collaboration with pre-college science faculty;
- The Accounting program implemented cut scores for Math and Communication in the beginning level Accounting course to improve retention and student readiness for more advanced courses.

However one of the biggest campus-wide changes was a move to a flex approach to instructional methods which include flex-labs, hybrid, and polysynchronous course options.

BTC has made great strides in their assessment of student learning. While there is still some work to be completed, particularly with the clarification of the relationship of course, program, and degree outcomes to one another, the College appears committed to CQI and providing their faculty with the tools and training to continue moving forward. Information is routinely shared within department/division meetings, which faculty and staff reported are more frequent than in previous years. Additionally, assessment data is shared regularly during Assessment Day in May, at program reviews in December, and bi-annual advisory meetings. The College is encouraged to sustain this momentum.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

Met

Evidence

Historically, the College has benchmarked its retention, persistence and completion rates against like-institutions in the WTCS, although there was also mention of how this has expanded to more national figures. BTC went through a significant process to build a strategic plan. Increasing student completion and retention is a priority goal established by the College. BTC has a goal of improving retention and completion rates of both the general student population as well as at-risk groups. They also have ambitious goals of increasing completion among the following:

- 100% Graduation Rate among IPEDS Cohort of First-Time Full-Time Students Only
- 150% Graduation Rate among IPEDS Cohort of First-Time Full-Time and First Time Part Time Students
- 200% Graduation Rate among IPEDS Cohort of First-Time Full-Time and First Time Part Time Students
- Number of Earned Certificates, Technical Diplomas, and Degrees in High Demand Fields as defined by WTCS Outcome-based funding

The process for collecting data related to student retention, persistence, and completion utilizes the student information system (SIS, Banner) along with reporting (Cognos) and analysis tools (Blackboard Analytics, Excel). Recently the institution implemented SARS to better track appointment data. The institution analyzes information on student retention, persistence, and completion of its programs including: BTC - KPI, BTC - Academic Plan Measure, WTCS – Outcome-based Performance Measures, AQIP quality improvement plan plan criteria, IPEDS, and National Community College Benchmark Project data. Each goal is mapped to the specific measure

and data which are shared via e-mail and presentations.

The College has invested and made great strides in making data available to the College community. In conjunction with improved data access, BTC has begun the process of bringing a student tracking tool on campus. While still in development, the plan is to track student usage of various support services and to assess how this usage impacts student success, persistence, retention, and ultimately completion. The ability to diagnose the impacts of student service utilization will help the College understand what "treatments" to offer students based on both their demographics and performance.

BTC has begun creating multiple completion "stop-out" points as students progress toward their degrees. One example is the creation of single semester certificates and a one-year diploma stop-out point built seamlessly into the two-year Business Management degree. BTC will continue analyzing academic areas where meaningful, scaffolded diploma or certificate stop-out points which can be identified and created to assist students reach a meaningful point if they "job-out".

As confirmed during the team visit, the College utilizes an impressive amount of national and state-specific data. Additionally, as mentioned previously, BTC has increased its data sophistication and availability to the end user.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

BTC has established defined assessment processes for course, program, and degrees. While the relationship among the three is still a work in progress, BTC has committed to becoming a data-driven institution that bases decisions concerning program offerings, student support, and academic staffing on established and available data. The College is also working towards establishing a co-curriculum assessment program and has established a committee to guide the process.

The college has prioritized retention and completion for both its general populations, as well as a variety of at-risk groups. Significant data collection elements have been identified and have been specifically tied to goals embedded within the strategic plan. Data are made available to the College community and as a result are being used to design interventions appropriate for the target population.

At the core of the above improvements is a commitment to CQI principles. A shared governance system has been created that allows any member of the College community to submit improvement suggestions that are evaluated by the relationship to the Strategic Plan. These improvements are led by the Blackhawk Improvement Group. BTC has met the core components for Criterion Four.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

Met

Evidence

At the heart of all facility, budgetary, and human resource decisions is a required connection to the College's strategic plan. In addition, cohort comparison provide necessary context. BTC utilizes significant data to identify appropriate staffing ratios based on comparison of "like" institutions from the WTCS. The College identifies areas not within range of the cohort group and is working toward better alignment of staffing levels with cohort staffing ratios.

BTC maintains impressive facilities and is required by the State of Wisconsin to submit a facilities master plan every three years. In the pre-planning phase, the entire College community was engaged through divisional meetings and electronic communication to encourage their participation in the process. The surveys for facility ideas and needs were sent to all members of the community. From this a draft plan was developed and shared with the community for review.

The College requires each academic department to undergo a comprehensive program review every three years. This review is presented in December to allow for the incorporation of recommendations into the budgetary process. If an immediate need is identified, the college has set aside contingency

funds as well as a special initiatives fund to help pay for more immediate needs. During the annual budgeting process, requests that support strategic initiatives are evaluated and prioritized to align the budget with completion of strategic objectives.

The College developed its strategic plan using a process that incorporated feedback from a diverse and representative group. From this, five general areas were identified: guided pathways, flexible education, financial sustainability, organizational development, and marketing/communications.

Initially 26 projects were developed to address the strategic plan. After further refinement, the project list was narrowed to 20 projects. The team heard from faculty, staff, and administrators that the original plans were too ambitious.

At hire, all faculty must meet BTC faculty qualifications as well as accreditation standards and licensing standards where applicable. To ensure continuing professional growth for faculty, BTC has adopted the Faculty Quality Assurance System (FQAS) created by WTCS. This system requires faculty maintain currency in their occupational areas of instruction through various professional activities.

BTC requires that staff is appropriately qualified and trained by funding approved professional development. Managers identify student support staff members' developmental needs and provide opportunities such as retreats, staff meetings, professional development days, webinars, WTCS workshops, professional organization memberships, conferences, and employee requested training opportunities. The College tracks professional development using Skillsoft. BTC uses its annual budgeting process to align professional development with the strategic plan and institutional objectives. The New Employee Experience, professional development days (for faculty), and employee learning opportunities support regular professional development for employees.

BTC has a well-developed process for budgeting and monitoring expense. The process is supported by District Board policy ensuring the College has adequate operational funds and the ability to adjust to any state funding changes. Annually the Vice President of Administrative Services presents the District Board with budget projects for the upcoming year supported by five years of historical trend data as well as current revenue projections. The budget identifies revenue available for its general fund and strategic initiatives.

The budget is monitored throughout the year by responsible budget managers. Budget managers monitor their budgets using the institution's enterprise resource platform and bi-weekly reports. Monthly financial reports are provided to the District Board, and the Board Finance Committee reviews the College's finances four times per year. Budget managers can request additional resources for unanticipated expenses through the budget modification process. These requests must be approved by the District Board.

BTC maintains a contingency fund for expenses that are unexpected. The college tracks unreserved funds as a percentage of general fund, peer data, WTCS Outcomes Based Funding Report, capital asset condition report, debt service rates, enrollment, IPEDS data, and student satisfaction. BTC compares favorably to its WTCS peers in expenses per FTE, its fund balance, and its favorable Moody rating.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

Met

Evidence

Members of the District Board adhere to Board policies that preserve independence from undue influence that is not in the best interest of the College (Board Policy B-220). Board members do not have the independent authority to speak or act on behalf of the Board nor make out-of-meeting commitments. Board members must be nonpartisan and not subordinate the education of students to any partisan, group interest or personal ambition. Board members must not have any financial interests that conflict with the decisions of the Board. The team confirmed this information during the meeting with the Board.

BTC provides the District Board with information on a continuous and regular basis that includes operational learning reports, enrollments reports, strategic plan updates, instructional programming activities as well as tours and demonstrations.

The District Board operates under the Board Code of Ethics Policy B-800 to ensure all decisions are made in the best interest of the College and are consistent with the Mission, Vision and Guiding Principles. The District Board delegates the regular, ongoing management of the College to its President/District Director subject to the executive limitations set by the board. As confirmed by the Board and faculty, faculty oversee academic matters.

The College's enrollment, graduation rate, placement rate, revenue, margin to new initiative spending ratio, and debt service mill rate reflect supportive Board oversight and effective day-to-day institutional operations.

BTC is organized into seven departments, each led by a vice president who sits on the College's Executive Council. These departments (Academic Affairs, Administrative Services, Human Resources and Organizational Development, Institutional Research and Effectiveness, Marketing and Communications, Resource Development and Community Relations and Students Services) are

responsible for carrying out the day-to-day operations of the College.

College-wide committees organized from the seven BTC departments are tasked with maintaining institutional control, promoting college-wide understanding and ensuring academic standards. Three long-standing committees that promote effective academic actions are the Curriculum and Assessment Committee, the Academic Technology Committee and the Banner Governance Committees. The Blackhawk Improvement Group (BIG) and the Group for Procedure and Strategy (GPS) are key to the College's approach to shared leadership, high academic standards and continuous improvement.

In the 2016-2017 academic year, BTC conducted strategic planning seeking input from internal and external stakeholders, analyzing their input, developing strategic objectives, developing action plans (tasks), and designating responsible parties. These focus groups involving students, community members and high school counselors were held at all BTC sites. This feedback was analyzed during a two-day Strategy Workshop to establish target audiences for the College, develop an audience promise and determine strategic initiatives.

Efforts across BTC internal departments aligned the strategic planning process to annual planning and the budget. Strategic tasks led by cross-functional teams were listed on Strategic Plan Smartsheets that are regularly updated as objectives are completed. Strategic Plan progress updates are given to the BTC Executive Council and the District Board.

To ensure open communications and internal collaboration, BTC uses electronic media, print media, board meetings, CPI presentations, town hall meetings, management meetings, and listening sessions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

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

Met

Evidence

BTC's Strategic Planning process aligns efforts across the College using knowledge gained from its comprehensive SWOT analysis as well as inclusion of the foundational elements of Audience, Objectives, Promise, Initiatives and Projects. Using a Gantt Chart, budget requests, and bi-monthly meetings, the Executive Council ensures continuous alignment of college operations with the institutional mission, vision, and values.

Cross functional teams support strategic planning initiatives to achieve more effective student learning assessment and operations through project management and budgeting support. Individual employee performance goals are tied to departmental goals and thus institutional goals through the employee performance evaluation system. This bottom up approach allows the College to achieve the alignment of goals in both instructional and operational areas.

As verified during the team visit, BTC used the 2016-2017 academic year to conduct strategic planning by seeking input from internal and external stakeholders, analyzing their input, developing strategic objectives, developing action plans, and designating responsible parties.

BTC generates strategic tasks for each strategic objective to align each unit effectively. These tasks are budgeted by department and led by cross-functional teams. The plan is communicated to employees and the District Board. Team leaders for each strategic objective track progress, providing monthly progress reports to the Executive Council. Additional communication of results is provided at regular management meetings and, annually, to the District Board.

Due to the comprehensive SWOT analysis completed in the Strategic Planning process, BTC has determined how to maximize current resources while meeting future needs. The SWOT analysis was completed with stakeholder groups including students, community members, high school partners

and BTC staff. The information gathered from these groups allowed BTC to form strategic objectives to implement strengths and opportunities and minimize weaknesses and assess threats.

Strategic initiatives from the SWOT analysis align with the WTCS Performance Based Funding metrics. The metrics, indicators of goal achievement and accomplishment, are: enrollment growth; degree and program completion; job placements; revenue growth and operating margin.

Annual evaluation of the plan will assess progress made and identify any changes required due to internal and external factors. The evaluation, analysis and planning of new projects is completed by members of the Shared Leadership teams (Executive Council, BIG and GPS) supported by managers across the College. The Strategic Plan Gantt Chart is continuously updated to track dates, projects and goal progression.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

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

Met

Evidence

BTC uses action projects, shared leadership, CPIs, and strategic planning to support its quality culture. Long-term CQI relies on its 3-year strategic planning process and associated progress reports to ensure that CQI is making an impact on its culture and operations. For short-term CQI, the College relies on CPI and CPI implementation teams to align improvement projects with action projects. Communication takes place via progress reports, dashboards, and in-services to reaffirm and convey an understanding of the role and vitality of AQIP within the College.

The team confirmed the CQI initiative used by BTC is a structured planning approach to evaluate the current processes for improvement to achieve the vision of the College. BTC completes bi-annual updates of its strategic plan and determines through lessons learned if CQI initiatives are understood and progress achieved. BTC distributes results, progress and lessons learned through the Shared Leadership model and communication plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

A new President arrived at the institution almost three years ago and led the College in building a new strategic plan. This plan, backed by an increase in data usage and sophistication, enabled the institution to make decisions on program additions, reductions, and eliminations. A three-year facilities plan was also developed. These actions have resulted in an institution that has impressive facilities and has managed to increase enrollment in a challenging environment.

The College has reviewed and updated the general learning outcomes and is in the process of merging the general outcomes with their program and course outcomes. The College has a unique program review process in place that comprehensively reviews programs every three years. The timing of this review (December) allows adjustments to be made in a timely fashion so as to be included in budgetary discussions.

The College has instituted a process that allows for semester-long CQI projects that are approved and implemented by the College's shared governance process. This structure provides a foundation for CQI endeavors presently and in the future. BTC has met the core components for Criterion Five.

6 - Commitment to Continuous Quality Improvement (CQI)

6.A - Question 6.A

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its agenda.

Evidence

Blackhawk Technical College (BTC) is in the beginning stages of a transformation from operating from a gate keeping mentality into a gateway mentality. With new leadership, the College has created a new Strategic Plan focused on providing flexible education in a supportive environment. The College has moved from reacting to systematic in its operational areas and is moving toward aligned as employees continue to receive training on continuous quality improvement and conduct cycles of review. The institution has established a cross-functional group that is a vetting mechanism for suggested improvements and a cross-functional group dedicated to looking at policies and procedures. Resource requests are aligned with the five key initiatives of the Strategic Plan.

Staff, faculty, and administrators described feeling empowered to participate in these groups and related CPI teams. The Board of Directors clearly supports the new direction, and the community is responding positively to the change in philosophy. The President acknowledged that the process of implementing shared governance has begun to take root, but that further work needs to be done to ensure that the infrastructure is firmly in place. While the College mentioned that student government representatives are involved in the BIG, GPS, and have a seat with the Board of Directors, none of those students were present at the meetings during the site visit team. Continuing to provide evidence of student participation in shared governance is an area that might further advance the quality agenda.

The College described a comprehensive process for vetting new initiatives which included stating the problem, looking at best practices, and providing recommended solutions. It is less clear the outcomes BTC is establishing for these initiatives and the tools and benchmarks for assessing their effectiveness. It is evident that the College community embraces the new process and is investing in training to continue to build their capacity for continuous quality improvement.

One concern raised by the community is institutional capacity to keep up with the demand for its services. The service area has a growing business base with low unemployment and increased need for workers. Continuing to align programming and training to meet the needs of the local workforce will continue in the near future.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

6.B - Question 6.B

Evidence of Principles of High-Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through aspirational values found in the Principles of High-Performance Organizations.

Evidence

Blackhawk Technical College demonstrates a systematic approach to continuous quality improvement reflective of principles of high-performing organizations in the following ways:

- **Focus** - The College's new Strategic Plan; Mission, Vision, and Values policy; and the BIG and GPS improvement groups provide a clear focus for College operations and process for improvement.
- **Involvement** - The College recognizes that after the initial effort in creating the Strategic Plan and revised Mission, Vision, and Values, which generated College-wide engagement, pacing of initiatives needs attention. BTC has an opportunity to align the number of initiatives it supports with the capacity of volunteers and assigned CPI teams to address the issues with quality.
- **Leadership** - BTC describes vision at the executive team level and is allocating resources for train -the- trainer professional development to build capacity within the organization to support continuous quality improvement practices.
- **Learning** - The College describes allocation of resources for professional development. Staff and administrators confirmed receiving training to help them in their roles. There is room for improvement in dollars allocated for faculty professional development based on conversations with that employee group. An established process for program review leads to course revisions. Student service areas are assessing activities related to Core Abilities and student learning outcomes in their areas.
- **People** - The College describes a system for employee recognition, including instant recognition by peers, recognition of College engagement at in-services, and exemplary performance merit pay. Using the college surplus, \$15,000 has been allocated to exemplary performance recognition, and these spot awards are delivered personally by the President with a hand written note.
- **Collaboration** - The College community describes cross-functional teams used to vet initiative suggestions and for policy implementation. In addition, community representatives described a concerted effort by the College to engage in standing community groups and participation in college advisory committees to provide input on instructional improvements and ways the College can help meet community needs.
- **Agility** - The community recognizes the College's responsiveness to calls for training by local employers; staff commented on train the trainer model to build CQI capacity, and information technology specialists discussed efforts to ensure appropriate technology is available to support the flexible education modalities.
- **Foresight** - The College has transformed its philosophy from asking "why" to asking "why not" when approached with opportunities from the community. The current Mission, Vision, and Values provide a framework to meet the future needs of students by exemplified by flexible

educational formats and modules.

- **Information** - BTC has established regular dashboards shared with the Board of Directors to monitor finances and enrollment. Data are required as part of the vetting process for new initiatives both in terms of what is happening at BTC and as evidence of best practices at other institutions.
- **Integrity** - The Board of Directors and the President prioritize engagement with the community. Community members confirmed that BTC is more engaged and is meeting their needs by being responsive at every level of the organization.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7 - Commitment to the AQIP Pathway

7.A - Question 7.A

Actions That Capitalize on Systems Appraisal Feedback

Provide brief bullet points that demonstrate success or progress.

Evidence

The system portfolio appraisers highlighted areas BTC had previously identified as opportunities for improvement including: the use of data and benchmarks, developing standards and procedures around continuous improvement, improving faculty evaluations, and assessment. BTC has made significant strides in all of these areas:

- BTC has developed and uses benchmarks to measure aspects of institutional performance from large strategic planning goals to using outside data to examine how large programs adequately fulfill labor market demand;
- BTC uses data and performance metrics at all levels of planning, including establishment of metrics for measuring goals of the strategic plan;
- Labor Market Gap analyses are completed annually when considering new programs;
- The College has begun the process of creating inclusive, standard- end-of-course evaluations;
- The current evaluation process in place focuses on personal, curriculum, and professional goals for faculty;
- Work started regarding developing a faculty observation review process and schedule to include student, peer, and supervisory observations culminating in professional development and report outs.
- Significant improvement has occurred in the use of continuous quality improvement principles, including the establishment of CQIs, which are short-term and employee-generated/facilitated quality improvement projects;
- Clarification of an assessment process that incorporates course outcomes, program outcomes, and degree outcomes.
- There has been significant upgrade in the planning of data and assessment tools.

While the institution, by their own admission, isn't quite "there" yet, BTC is making strides to embed CQI principles deeper into the organization.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.B - Question 7.B

Actions That Capitalize on Strategy Forum Participation

Provide brief bullet points that demonstrate success or progress.

Evidence

- The College last attended a Strategy Forum in April of 2015;
- The College created a Dynamic Strategic Plan that Engages the Institution, submitted as an action project in June of 2015;
- A new Strategic Plan was approved by the Board in July of 2017;
- The Plan is detailed with 20 projects assigned with opportunities for additional projects through the Continuous Quality Improvement (CQI) initiative;
- Strategic Plan ends in 2020.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.C - Question 7.C

Actions That Capitalize on Action Projects

Provide brief bullet points that demonstrate success or progress.

Evidence

BTC has initiated and completed 15 action projects. Of particular note are two more recent action projects concerning:

- Reviewing Core Abilities- Faculty, Deans, the Curriculum and Assessment Committee, and the Faculty Development Committee extended the current efforts to assess student learning of three of BTC's seven Core Abilities;
- Website redesign- BTC will redesign and develop a new website that is professional, robust, responsive, and reflects our current branding.

While AQIP is being phased out as a pathway, BTC has initiated processes that will help ensure the focus on CQI in the future. Plan, Do, Check, Act cycles are built within much of the institution's core culture and not only the focus of several process improvement plans but also the heart of the institution's continuous process improvement (CPI) effort overseen by the Blackhawk Improvement Group (BIG). The BIG has taken input from the larger College community and launched 8 CPI teams, of which 5 have completed their efforts, with the balance still in implementation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.D - Question 7.D

Commitment to Active Engagement in the AQIP Pathway

Provide brief bullet points that demonstrate success or progress.

Evidence

As mentioned earlier, the AQIP pathway has been eliminated. However, BTC has incorporated processes that have continuous quality improvement at its core. In August 2016, a new shared leadership system was created. This shared leadership system consists of two (2) groups the Blackhawk Improvement Group (BIG) and the Group for Procedures and Strategy (GPS).

- BIG oversees 8 continuous quality improvement (CQI) projects;
- Projects are employee-initiated and can be offered as potential projects by any employee;
- Projects are approved by the GPS and coordinated by BIG;
- Project approval is determined in part by strong connection to the Strategic Plan.
- The Strategic Plan was built utilizing a dynamic strategic planning process with a three-year time frame and annual refresh.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

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	
6	Commitment to Continuous Quality Improvement (CQI)	
6.A	Question 6.A	
6.B	Question 6.B	

7	Commitment to the AQIP Pathway	
7.A	Question 7.A	
7.B	Question 7.B	
7.C	Question 7.C	
7.D	Question 7.D	

Review Summary

Interim Report(s) Required

Due Date

3/9/2020

Report Focus

Based on the Federal Compliance report, the team recommends a monitoring report, to be concluded and submitted by March 9, 2020. This monitoring report will address the current lack of a clear process to receive, classify, and respond to complaints. The monitoring report should provide details of an updated complaint process, including the classification of all complaints, identification of issues raised, and an explanation of how the College has used this information to improve services, teaching, and learning. The process should also include an explanation of how those submitting complaints will know the resolution of the complaint.

Conclusion

The Peer Review Team conducted the site visit at Blackhawk Technical College February 4-6, 2019. The feedback to the Systems Portfolio had suggested a number of concerns, particularly with respect to assessment, use of data, setting of benchmarks and targets, and enrollment management. During the time spent on campus meeting faculty, staff, students, administrators, members of the Board, and members of the community, the team gained an appreciation for the innovative ideas, responsiveness to communities and to opportunities, and the galvanization of the campus around the strategic plan and shared governance. Blackhawk has fully embraced its mission to provide opportunities through flexible education in a supportive environment. Through the participation of an engaged board, a new administration, and dedicated faculty and staff, BTC is building processes and programs that capitalize on the needs of the community and the College's ability to respond.

Assessment continue to be an area for improvement at the College, but work is underway to continue to align institutional, program, and course level assessment. Through the innovative structure of BIG and GPS, shared governance that is truly a collaboration of faculty, staff, students, and administration is building a culture of assessment through the CPIs and elimination of silos. Looking back at how the College has transformed during the last two to three years, the team found copious evidence of Blackhawk strengthening a culture of continuous quality improvement. In fact, the College is at a point of prioritizing the opportunities for process improvement, as the College community has ambitiously chosen more opportunities than the infrastructure--human and fiscal--can support at one time. The excitement, and yes, exhaustion, of the College and its partners is palpable.

Because of keen strategic planning and partnerships, the College has been able to reset from the sudden drop in enrollment following the spike after the GM closure. The College, more than ever, is an economic engine that supports the communities' needs. The outreach and opportunities are directed both through career programs and training and to high school students. The College in partnerships throughout the school districts is shedding its "hidden gem" mantel and instead is becoming a first choice for many.

The team concurs with the Federal Compliance Reviewer, who suggested a monitoring report for the continuing

efforts to design and implement a complaint process that is easy to find, easy to use, and responds to those bringing forth concerns. During the team visit, administrators acknowledged the need for additional clarification and development of a comprehensive complaint system that collects, distributes, investigates, and then uses the lessons learned from complaints. Building a robust process will further solidify the relations with the College's external communities.

The team believes Blackhawk Technical College is poised to continue to respond to the opportunities and vicissitudes that confront higher education. The three year strategic plan allows for innovation and collaboration. Faculty are engaged in continuous quality improvement, and the communities are open for increased partnerships. The team concludes that the able leadership of the president and the support of both the Board and the faculty/staff will continue to advance Blackhawk.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose



Federal Compliance Worksheet for Evaluation Teams

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.

Institution under review: Blackhawk Technical 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: Pamela Monaco

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)

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:

BTC offers associate degrees, technical diplomas, and certificate programs. The number of credit hours required for all associate degree programs examined is a minimum of 60 (Accounting, Electromechanical Technology, Foundations of Teacher Education), and a maximum of 70 (Diagnostic Medical Sonography, Nursing, Fire Protection Technician). The school offers 20 technical diploma programs, and their required credits range from Manufacturing IT Specialist, 59 credits; to Emergency Medical Technician, 5. BTC also offers

three certificate programs, with required credits ranging from 0 for the Law Enforcement Basic Jail Academy (a 4-week full time course that costs \$685) to 3 credits for the Nursing Assistant to 11 credits for Computed Tomography.

Tuition and fees are established annually by the Wisconsin Technical College System in conjunction with the Wisconsin State Legislature. For in-state students and students from other states where no reciprocity agreement exists, the current tuition rate is \$134.20 per credit hour. Out-of-state students are charged \$210.30 per credit. Differences exist in the law enforcement program. BTC explains that the Wisconsin Department of Justice sets the fees for the Law Enforcement Academy.

Additional monitoring, if any:

n/a

Institutional Records of Student Complaints

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

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:

BTC has established a process for formal complaints including an appeals process, as well as a system for tracking action on individual complaints. The complaint policy is posted on the school's website. <https://www.blackhawk.edu/Student-Resources/Complaint-Process> It covers complaints by students and community.

Complaints can be made only after an informal resolution process has not been successful. Complaints are tracked centrally, but the complaints themselves are housed within the involved department. The procedure submitted bears a date of April 2018. BTC has also submitted the 2018 log of nine complaints and the school's responses to them, none of which apparently go beyond the initial formal complaint resolution phase. The school also submitted its prior policy for complaints, which was more complex and did not include complaints from the community. The school's changes have improved a system that continues to allow it to review and resolve complaints in a timely manner. Unfortunately, the school's logs do not always identify the specific nature of the complaint or the department that is affected, which makes it difficult to use the logs to determine whether there are trends or areas of concern across the institution.

BTC has not demonstrated that it integrates any relevant findings into improvements in services, teaching, or learning. BTC acknowledged that this "is not a very systematic process." It states that it is now collecting complaint data on a semester basis and will look at ways to review and share data among the deans to further improve their complaint process. Because the school has acknowledged a deficiency in the complaint process and is attempting to develop a plan to address the problem, the school is in compliance; however, additional monitoring is needed to determine whether and how the school integrates lessons learned from the process.

The data gathered could be used as one element in a comprehensive assessment program. One consideration could be centrally collecting more comprehensive data, included that gathered from the initial informal discussion phase. Another should include collecting more detailed information about the nature of the complaints, to help determine whether any issues cut across department lines. Finally, the school could consider producing an annual report on complaints, their resolution, and possible improvements to teaching, learning, and service that have been developed or that could arise. The school may benefit from distributing such a report more broadly than the administration and deans.

Additional monitoring, if any:

BTC should be asked to submit a monitoring report on the complaint process, including classification of complaints, identification of issues raised, and an explanation of how the school has used this information to improve services, teaching, and learning. The due date for this report should be coordinated with any additional reporting that the school may be required to provide, but no later than one year from the final action taken on this visit.

Publication of Transfer Policies

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

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 school’s transfer-in policies are posted on its website under admissions policies, as part of its credit for prior learning. <https://www.blackhawk.edu/Admissions/Credit-for-Prior-Learning>. Searching the BTC website for articulation agreements also produced policies

related to transfer of credits from high schools, but that information was not current. <https://www.blackhawk.edu/LinkClick.aspx?fileticket=BB3JU6mfXI4%3d&portalid=0>.

Information about BTC credits that are eligible for transfer to other institutions is posted on the BTC website at <https://www.blackhawk.edu/Programs-Classes/Transfer-After-BTC>. For transfer to schools within the UW system, a great deal of useful, specific information is available. <https://www.wisconsin.edu/transfer/> Although this website has a link to Articulation Agreements, that link takes the reader back to the BTC website and neither includes the articulation agreement nor a summary of it. The necessary information is available, however, if a student explores the transfer wizard, which provides course and program specific information for schools within the UW system. Information from other colleges is less specific. Agreements range from tuition discounts to specific course transfers. The links from this BTC listing connect to the websites of the schools accepting credits. It would be difficult for a student to determine what courses and programs would prepare him or her for a program at all of the schools, because many of these links do not provide detailed information.

Although BTC's links to information are not always current or complete, the omissions are primarily on the websites of other institutions. BTC has made sufficient information available to guide prospective and current students.

Additional monitoring, if any:

n/a

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:

Online and hybrid courses are presented in BTC's learning management system, Blackboard. Blackboard access requires a unique username and password.

Faculty may choose to use a variety of additional other options for verifying student identity. Some instructors require proctored exams at which a student ID must be presented to the proctor. Other faculty use group assignments and/or multiple lower stake assessments spread throughout the semester to get to know their students' styles, level of comprehension, and experiences. A number of faculty also use SafeAssign, a plagiarism checking service in Blackboard, to check to be sure the assignments turned in are not someone else's work and Respondus LockDown Browser that locks all tabs on the screens that can be opened or accessed. LockDown Browser is a custom browser that locks down the testing environment within a learning management system.

Additional monitoring, if any:

n/a

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:

BTC states that the most recent re-approval for the Title IV program was granted on May 11, 2018, with full certification until December 31, 2023. No documentation as provided to support this assertion. The visiting team should ask to examine this.

BTC has provided extensive documentation regarding its financial status, as appropriate since HLC had requested a financial update following low financial scores reported in the 2015-2016 and 2016-2017 Annual Institutional Updates. BTC also reports that the CFI for fiscal year ended June 30, 2017 was above the zone and June 30, 2018 which will be reported in the spring 2019 institutional update is also above the zone. The most three most recently reported CFIs ratios were 1.7, 0.7 and 0.2. BTC included the HLC acceptance of this report, BTC's December 2017 report to the HLC, as well as all attachments including audit reports, Board financial committee minutes, and a statement from Moody's investment services, reflecting a strong rating of Aa2. The HLC financial panel recommended accepting the report and did not require any further monitoring, but did note that the Commission should continue to be aware of Blackhawk's situation in terms of declining enrollment, increasing debt-load, and the decreasing viability ratio. Since that report in January 2018, BTC's enrollment has gone from XX to YY.. The financial status of BTC should be examined closely during the visit. Although BTC states that the financial ratios prompting concern were the result of two one-time events (response 18 c), the declining enrollment trend has only recently reversed, with an uptick in enrollment reported for the past two terms.

Student loan default rates have been creeping upward over the past three years of reporting: 21.0 (FY2015); 19.1, and 18.6.

https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=10&ope_id=005390. BTC states that it has contracted with a third party to assist with delinquency management outreach. The visiting team may wish to inquire about the scope and effectiveness of this contract.

The BTC consumer information page, <https://www.blackhawk.edu/Consumer-Information>, provides links to required materials: its three-year campus crime report, gainful employment disclosures, financial aid information including a net price calculator. BTC has no college athletic teams.

Although attendance policies vary from course to course, students who fail to attend any class in the first two weeks of a full-semester class, or first week of an 8-week or compressed class will be removed from the class and cannot be reinstated without permission of the dean. <https://www.blackhawk.edu/Student-Resources/Registration-Records>.

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 , .

Rationale:

Current information about programs, fees and other costs, policies and other required information is included in the college’s catalog, student handbook, and online. Links in the

federal compliance filing were all active and provided current information. The handbook was included in the Federal Compliance filing.

Although most information appears to be current, lists of programs in the catalog included courses that have not been offered recently. I had requested copies of syllabi from 504-302, 504-306 and those are no longer offered; courses 307-147 and 307-112 have not been offered in the past fall or current term. Although Blackhawk indicates that departments are responsible for updating program materials in the catalog, the site visitors are encouraged to ask for examples of how this works to make sure that only current course information is listed each year.

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 about accreditation with the HLC and with other accrediting bodies is included on the school's website. The link from the HLC mark of affiliation is active.

Materials submitted including the catalog, the website, and brochures appear to provide accurate information to current and prospective students. BTC is a member of the Wisconsin Technical College System statewide marketing consortium. The consortium uses a variety of materials, including web (www.wtcsystem.edu), print, television, radio, billboards and digital ads.

In 2017, BTC proposed to update its website under its Action Project 14 with the HLC. <https://www.blackhawk.edu/About/Institutional-Research/Accreditation>. This plan if followed should provide a framework for future updates as it moved in-house responsibilities for maintaining accurate information on the website. Site visitors may wish to explore this during the visit to see how the many recent staff changes have impacted the action plan. The school also reports in its federal compliance filing, question 30 that it is currently developing a two-year strategic marketing and communications plan that focuses on internal and external communications, a maintenance and content strategy for the college website, student/staff portal and intranet; a marketing policy that addresses the creation, printing and distribution of materials to promote college events and programs; and a college branding and style guide. These plans go beyond the Action Project plan, but cover some of the same issues. The site visitors are encouraged to explore what happened from the Action Project.

Additional monitoring, if any:

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

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:

BTC examines a variety of student outcome data collected through Banner, its student information system, and considers common metrics as a part of program review. These common metrics are also included in the annual program evaluation. These metrics include enrolled credits by term for program majors, program credits by term, program course success rates, program persistence rates, and program major counts, percentages of students in financial need, degrees conferred, and occupational labor market data. Additionally program student demographics, retention, graduation, job placement rates are also available.

Program evaluation is done annually; program review is a three year cycle. BTC states that student outcome data are linked to budgeting, but examples are not provided. The site team is encouraged to explore how this works and to identify examples of additional funding going to improve identified concerns. Student outcomes are directly linked with state funding as explained in the 2018-19 Outcomes Based Funding Report for the Wisconsin Technical College System.

BTC has taken aggressive action to address its default rate, which is higher than the national average listed in the College Scorecard, although consistent with other Wisconsin community colleges. These actions have been successful in lowering the amount of student borrowing. Their actions include participating in a District Survey of Default Prevention Best Practices with the other 15 Wisconsin technical colleges, partnering with Beloit Consumer Credit Counseling to bring financial literacy presentations on campus, partnering with Great Lakes in the GradReady initiative on financial literacy, and in 2018, due to decreasing loan repayment rates, the college began a partnership with Ascendium Education – Attigo Support (formerly Great Lakes) for assistance with delinquent borrowers.

Additional monitoring, if any:

Publication of Student Outcome Data

(See FCFI Questions 36–38)

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:

BTC reports retention, graduation, and other outcome data on its consumer information pages; it also surveys graduates and reports their aggregated findings by program regarding employment and income. AN employer survey is also conducted periodically, although results from this are very general. This information is available on the BTC website under institutional research. The link from the consumer information page to the graduate information was not active when examined. However, BTC did link to the 2018-19 Outcomes Based Funding Report for the Wisconsin Technical College System, which showed several outcome measures for BTC and all other Wisconsin Technical Colleges.

The BTC graduate survey results that are available on the website are not as helpful as they could be. The response rate is less than 50% (46.88). In reporting percentage of graduates employed, BTC looks only at the number of respondents. This may be misleading, since the nonresponders are more likely to have not found employment.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

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

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:

Program certifications are listed on the BTC website and are current and accurately reported. Verification of current status was confirmed with the following programs: Medical Sonography, Medical Assistant, Medical Laboratory Technician, Nursing Assistant, Radiographic Technology, Dental Assistant.

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:

Although the text of the notice of the HLC visit and opportunity to comment was provided, that information was not on the website, nor was it included on the school’s web calendar. Similarly, although BTC states that notice appeared in the Beloit News, no copy of this was provided nor was one found in a web search. The visiting team is encouraged to find confirmation of the notice.

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:

BTC reports no competency or direct assessment based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

<https://portal.jrcertaccreditation.org/accredited-educational-programs/search>

<http://aptaapps.apta.org/accreditedschoolsdirectory/AllPrograms.aspx?UniqueKey=>

<https://www.dhs.wisconsin.gov/caregiver-career/step-2.htm>

<http://www.acenursing.us/accreditedprograms/programsearch.asp>

<https://www.naacls.org/Find-a-Program.aspx>

<https://www.caahep.org/Students/Find-a-Program.aspx>

<https://wilenet.org/html/career/index.html> (had inactive link to Blackhawk.edu)

<http://www.ahrinet.org/Home> (could not verify accreditation of any training programs at this site)

<https://www.caahep.org/Students/Find-a-Program.aspx>

<https://www.ada.org/en/coda/find-a-program/search-dental-programs#q=blackhawk%20technical%20college&t=us&sort=%40codastatecitysort%20ascending>

<https://www.acfchefs.org/ACF/Education/Enrollment/Postsecondary/ACF/Education/Enrollment/Postsecondary/#WI>

<https://www.nims-skills.org/resources> (could not verify any program accreditation)

<https://www.asecampus.com/ihtml/application/student/interface.ase/index.htm> (could not verify any program accreditation)

<https://www.aseeducationfoundation.org/find-a-program>



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

Institution Under Review: Blackhawk Technical 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

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:

Blackhawk Technical College offers several variations on the standard 16-week, 2-semester semester program, but all variations are consistent with the Wisconsin Technical College System's definition of a credit hour and appear to be sufficiently rigorous. Variations are appropriate, permitting in-depth long-term exploration in clinical settings, as well as short-term immersion courses.

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

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

Programs reviewed: Criminal Justice; Culinary Arts; Early Childhood Education

Although I had selected the Criminal Justice Program to review based on the descriptions in the course catalogue, I learned that the program had been discontinued two years ago. The catalog and website do not explain this.

Courses reviewed:

- a. 504-302. The Legal Context (listed in catalog, no longer offered)
- b. 504-306. Investigations (listed in catalog, no longer offered)
- c. 504-314. Overview of Tactics
- d. 316-104. Food Quantities

- e. 316-107. Culinary Internship
- f. 316-114. Quantity Production
- g. 307-147. Infant-Toddler Capstone
- h. 307-112. ECE STEM
- i. 307-175. ECE Preschool Practicum
- j. Student Success
- k. 513-113 QA Lab Math
- l. 307-100 Preschool Capstone

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:

The credit hour policy follows the Wisconsin Technical College System's detailed instructions about awarding of credit, which addresses a variety of formats.

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. One credit equals 54 hours of student effort outside of class time.

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:

Yes. An examination of compressed courses offered in summer 2018 shows a reasonable expectation for workload and appropriate rigor. Daily class expectations are spelled out in syllabi, and some time is allotted for in-class work with instructor present. Courses examined were Student Success, QA Lab Math and Preschool Capstone.

- 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 policies duplicate Wisconsin regulatory requirements.

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:

Syllabi examined reflect the policy on award of credit and clearly outline expectations for student work.

- 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:

Culinary program courses and early childhood courses outlined clear expectations for learning and followed the credit guidelines.

The Overview of Tactics course has been rearranged to follow the Wisconsin Law Enforcement Academy expectations and BTC provided syllabi for the four modules: Firearms Tactics, Vehicle Tactics, Wellness, and Defense and Arrest Tactics.

- 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:

Yes. The three compressed summer courses all carry appropriate credit for the learning expected, as reflected in the course descriptions. QA Lab Math is a 1 credit course, offered over 5 days for 3.5 hours per day. Out-of-class work is expected each day and described in detail on the course syllabus. Similarly, the Student Success course is a 1-credit course, meeting for 4 days in 4.5-hour class sessions, with additional out-of-class work. The Preschool Capstone is a 3-credit course that is completed in 2 weeks, through 5 intensive days (5.5 hours each day) and with reflective homework expected on days between class sessions. Course descriptions adequately convey the learning expectations for all.

- 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 of the compressed courses are appropriate for the time allotted, recognizing and drawing from prior learning in the Mathematics and Capstone courses.

- 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:

Although program requirements vary by the accrediting body for several of the programs, the expectations are reasonable.

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

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:

The team evaluated approximately thirty course syllabi, including syllabi from the same course but taught through different modalities. In addition, the team chair reviewed thirteen online courses to review consistency, work load and engagement of both faculty and

students, and assignments and ancillary materials. BTC is consistent in the awarding of credit across programs and modalities.

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:

Credit hour practices are consistent with the federal formula. There were no discernable variations.

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

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Blackhawk Technical College, WI
TYPE OF REVIEW:	AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Visit to include a Federal Compliance reviewer: Ms. Ann Wood.
DATES OF REVIEW:	2/4/2019 - 2/5/2019
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change:

Degrees Awarded: Associates

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2011 - 2012

Year of Next Reaffirmation of Accreditation: 2018 - 2019

Recommended Change: 2028-2029

Accreditation Stipulations

General:

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

Recommended Change:

Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change:

Distance and Correspondence Courses and Programs:

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

Recommended Change:

Accreditation Events

Accreditation Pathway

AQIP Pathway

Recommended Change:

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Interim Report Due 3/9/2020. A report on how the institution receives, classifies, processes, and resolves complaints. It must also describe how this information is used to improve services and/or academics.

Institutional Data

Educational Programs

Undergraduate

Certificate 48

Associate Degrees 23

Baccalaureate Degrees 0

Graduate

Master's Degrees 0

Specialist Degrees 0

Doctoral Degrees 0

Recommended Change:

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change:

Additional Locations

Beloit Center of Blackhawk Technical College, 50 Eclipse Center, Beloit, WI, 53511 - Inactive

BTC Advance Manufacturing Training Center, 15 Plum Street, Milton, WI, 53563 - Active

BTC Center for Transportation Studies, 1740 Highway 14 West, Janesville, WI, 53545-8810 - Active

Monroe, 210 Fourth Ave, Monroe, WI, 53566 - Active

The Armory, 10 South High Street, Janesville, WI, 53548 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Associate, IT-Web Analyst/Programmer

13.1210 - Early Childhood Education and Teaching, Associate, Early Childhood Education

43.0107 - Criminal Justice/Police Science, Associate, Criminal Justice-Law Enforcement

52.0201 - Business Administration and Management, General, Associate, Business Management

52.0301 - Accounting, Associate, Accounting

Contractual Arrangements

None

Recommended Change:

Consortial Arrangements

None

Recommended Change:
