

Review Summary

Conclusion

Elgin Community College was established on January 10, 1949 as part of the U-46 Public School District and they joined the American Association of Junior Colleges the following year. On July 15, 1965 the Illinois General Assembly passed the Junior College Act and District 509 was formed as a Class II Junior College. This action was quickly followed by an application for Class I status that the State Board of Higher Education approved on April 5, 1966. On April 12, 1966 the U-46 Board of Education divested itself of Elgin Community College and the initial board was elected on June 4th 1966. In 1967, School District 300 voted to annex itself to Elgin Community College, doubling its original boundaries. In March 1968, the North Central Association of Colleges and Schools (now the Higher Learning Commission) accredited Elgin Community College.

After reviewing hundreds of documents, discussions with the Board of Trustees and a significant number of employees that included the president and his council, union members, faculty, secretarial staff, maintenance personnel, public safety, students and other stake holders, it is our belief that Elgin Community College is an outstanding institution. The college has maintained as its "**core**" the essence of its mission, "**to improve people's lives through learning**". This was described in the assurance argument and the team found it to be well documented. The mission is also a key part of the new Strategic Plan that is guiding the college forward as new challenges (less funding from the state for example) arise.

Elgin Community College took recommendations from the 2006 Higher Learning Commission (HLC) comprehensive evaluation, as well as, directives from the Illinois Community College Board and held holistic and inclusive discussions that resulted in significant opportunities for growth. The institution structurally reorganized itself utilizing a new database system to implement data driven decision-making that yielded many positive results. Elgin Community College has implemented zero based budgeting while making significant increases in student services and co-curricular activities. They have increased staffing for advising and developed new committee structures as well. The college has received several awards and recognitions from state, regional and national associations for their new initiatives.

Though the focus and mission of the college is clear, the amount of new data now available and the restructuring that occurred left the team with the view (which was also stated by employees) that the change came quickly and there may have been structures developed with overlapping responsibilities and complexity. Some internal groups expressed feeling left out of significant decision-making groups. The college is encouraged to continue these improvement activities but with an awareness to guard against bureaucracy that could actually hinder innovation.

The college is to be commended in having an expectation (supported by funding) that faculty create and disseminate their scholarly and artistic work. Future funding from the state was a stated concern throughout the institution but decision making and non-compensation cuts have been made that have kept the institution in good financial standing.

The BOT is to be commended for their commitment to Elgin Community College. The board meets twice per month and has a clear understanding of the difference between policy and operations. They participate in significant training activities and have an annual "retreat" where they focus on the planning processes and financial matters

Overall Recommendations

Criteria For Accreditation

Not Set

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. 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 appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: Elgin Community College

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place 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.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. 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 its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.

5. 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.

6. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Comments: Extract of the Board policy shows that there is a student complaints policy that is reviewed on a regular basis by the Vice President for Teaching, Learning, and Student Development by June 30 of every even-numbered year and that has been reviewed and revised by the board on a regular basis. A policy also exists that allows students to appeal decisions made against them. The Federal Compliance Report contains a detailed list of all student complaints and resolution; all appear to have been resolved in a timely manner. Two examples are provided where student complaints were used to create improvements – the development of academic integrity modules as a result of complaints about allegations of violation of academic integrity policies, and communications to students regarding the distinctions between satisfactory academic progress and standards of academic progress policies.

Additional monitoring, if any: None

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include 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 under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: IBHE Policies on Undergraduate Education allow for easy transfer of undergraduate, general education credit among Illinois institutions of higher education. The website has a section for transfer students, and students are directed to iTransfer (Transferology) to determine which courses taken at ECC will transfer to other schools in Illinois through the statewide transfer agreement. A page on the ECC website is dedicated to articulations and contains detailed information on transfer options (and also contains information on the NIU agreement; <http://elgin.edu/students.aspx?id=1140&terms=Northern%20Illinois%20University>). The team also verified that transfer instructions and information is located in the ECC Catalog 2015-2016 (pp. 24-25).

Additional monitoring, if any: None

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. 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.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: In order for a student to login for the first time, users are required to enter a number of details: Name, Last 4 digits of Social Security Number or student ID number, birthdate. In addition, students are offered the option to set up security questions which will help further identify them the next time they need to reset their passwords to gain entry to the student portal. Students enroll in courses in the secure environment (Colleague) that requires authentication against their school account. Information regarding that enrollment, and access to classes is provided solely through that school account. ECC is currently piloting a software that provides added access information as well as video monitoring capability for its online environments. When students in online classes go to the testing center to take exams, government identification card are required and are cross-checked against the roster or the student's proof of enrollment.

The review team met with the distance education committee and determined that there was a secure log on through the school's portal for taking courses remotely.

Additional monitoring, if any: None

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission 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 raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five 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 the Commission 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 raised regarding the institution's fulfillment of its responsibilities in this area. Note 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 Commission staff.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission 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.** *The institution has provided the Commission 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 One if the team determines that disclosures are not accurate or appropriate.)

- ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about 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. Note that the Commission does not necessarily require that the institution take attendance 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 program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission 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 Contractual Change Application on the Commission’s web site for more information.)*
 - ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission 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 Consortial Change Application on the Commission’s web site for more information.)*
1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 2. Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor in the A-133 has raised any issues about the institution’s compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
 3. If an 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 corrective action that the Department has determined to be appropriate.
 4. If issues have been raised with 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 Component 2.A and 2.B*).
 5. Check the appropriate response that reflects the team’s conclusions:
 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
 _____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

- ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: ECC has provided the commission with the information about fulfillment of Title IV Program responsibilities and has addressed any issue(s) arising from audits (one such issue involved a student who changed enrollment status, which resulted in the student being entitled to additional amount of PELL grant). The College created a report at the end of each term to match students to enrollment status.

While the institution is primarily funded through property taxes, they appear to have worked to improve their financial ratios and remain solid based on their CFI's.

ECC's default rates follow the national trend and increased between 2009 and 2011. The College, though not required to develop a default prevention plan, has initiated one-on-one counseling, hired a third party agency to contact students by phone to discuss repayment options, added student budget development and analysis as a student tool, and offers counseling to assist students.

Campus crime information is available on the website and at the ECC Police Department. ECC also reports athletic statistics and equity on the ECC Athletic website.

Americans with Disabilities Act assistance and the FAFSA are available online. Student right to know information is available on the *College Facts* page of the ECC website, National Center for Education Statistics College Navigator, and ECC Annual Performance Report. The *College Facts* page also has job placement rates. The Catalog has the list of academic programs. Web links cited provide a list of accrediting agencies, faculty and staff directories, and tuition and fees. ECC also reports a growing Study Abroad Program with specific application and requirements.

ECC clearly defines satisfactory academic progress and measures progress in three ways, and students must meet all three criteria: cumulative GPA (2.0), cumulative course completion rates (66.67%), and maximum completion time frame (150% of attempted credit hours relative to the number of credit hours to complete the program). A process is followed in working with the counseling of students to help them be successful.

ECC reports two contracts with district hospitals to provide (EMT) coursework. Both contracts are currently under review in the HLC substantive review process. They report they have no consortial agreements. However, it appears that the joint agreement and chargebacks section identifies an agreement to complete career and technical coursework. It is not clear if the institution giving the coursework gives the degree or ECC. Additional information is needed to determine if this is a consortium arrangement (program partially delivered by another institution) or just an articulation agreement.

Additional monitoring, if any: None

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: ECC has cited in their report links to these areas on their college web site. The links are functional and provide the required information.

Additional monitoring, if any: None

Advertising and Recruitment Materials and Other Public Information

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 the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional 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.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: ECC, based on the materials reviewed including the college catalog, recruiting materials, and brochures, has provided accurate information to the students regarding accreditation, placement or licensure, and program requirements. They have provided the correct information to students along with the HLC mark of affiliation on their website.

Additional monitoring, if any: Non

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Student outcomes assessment is coordinated by the Manager of Outcomes Assessment. All faculty are required to participate in departmental assessment activities (by the requirements of their job descriptions). All ECC programs undergo comprehensive 5 year program reviews, and the results of those reviews are made public on the ECC website (<http://elgin.edu/aboutus.aspx?id=738>). 82% of the graduates have full or part time jobs at graduation, and 71% are employed in a field similar to the program of study. Examination pass rates for professions that require examination/licensure range from 86% to 100%. Annual performance reports are posted and available on the ECC website (<http://elgin.edu/aboutus.aspx?id=738>) located under students in the catalog. Review of Assurance Argument, Core Component 4.3, indicates several examples of how improvements are made based on analysis of student survey data as well as course performance. Examples include the institution of the "math bootcamp" to provide developmental math instruction; revision of the entry level student success course based on student feedback; and mandatory participation in the new student orientation program based on data that showed improvement in retention for those who participate.

Additional monitoring, if any: None

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important 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 Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission'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 Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: ECC has provided documentation regarding continuing accreditation of its accredited programs as stated in their assurance report. While the college had some reporting requirements with the accrediting agencies, the college has addressed each of these instances; the team sees this as a great example of continuous quality improvement at this institution.

Additional monitoring, if any: None

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment 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 body of the Assurance Section of the Team Report.

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Elgin Community College

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments: Review of several of the programs listed on the website and through the corresponding links to catalog pages shows that generally, programs are approximately 60 credits (some are slightly higher, such as Nursing at 63 credits; the program length is appropriate to meet requirements to sit for NCLEX licensure).

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments: Instate tuition rates are modest (3270.00 per year); the website has very detailed information regarding comparisons with other colleges in Illinois as well as cost savings by attending ECC (<http://elgin.edu/students.aspx?id=148>).

B. Recommend Commission Follow-up, If Appropriate

- 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 evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission 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 (see #5 of instructions in completing this section)

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

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: Both traditional and distance delivery credit assignment information is provided. Credits assigned to courses that include labs is also described.

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: It is expected that students will spend two hours of time out of class on a course for every one hour of contact time.

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 timeframe and utilizing the activities allotted for the course?

Yes No

Comments: None

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission 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: None

2) Application of Policies

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 the Commission 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: None

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: None

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

Yes No

Comments: The institution offers a number of courses that vary from the traditional semester credit assignments. These include courses that have laboratory components (e.g., coursework in nursing); courses that are a combination of theory and practical instruction (e.g., truck driving courses); and courses that are strictly application in an independent study format (for example, the Excel course in the business curriculum). Several examples of these were reviewed, and the course outcomes and topics covered are appropriate to the number of credits and contact hours.

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 reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments: None

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: None

C. Recommend Commission Follow-up, If Appropriate

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

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

Yes No

Rationale: A review of syllabi and master course outlines indicates that credit hour assignments are within the guidelines of what is expected at the level of the course. Learning outcomes appear appropriate to the instruction regardless of format (online or ground) and regardless of course length (courses at ECC range from less than 1 week to 16 weeks).

Identify the type of Commission monitoring required and the due date: None

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate 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 to either question is “Yes,” complete this part of the form.

Instructions

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.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (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.

For these programs Federal regulations require that they 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, accrediting agency may provide permission for the institution to provide less instruction provided that 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 include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes

No

Comments:

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?

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:

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

Yes

No

Comments:

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

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

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

Yes

No

Rationale:

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



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Elgin Community College IL

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 10/26/2015 - 10/27/2015

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

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

RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES:

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

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

RECOMMENDATION:

ACCREDITATION ACTIVITIES:

RECOMMENDATION: no change

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-2026



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1086 Elgin Community College IL

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	47
Bachelors	0
Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
Certificate programs	
Certificate	97

Recommended Change:

Off-Campus Activities:

In State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

ORGANIZATIONAL PROFILE WORKSHEET

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate in Arts Internet

Associate 52.1803 Retailing and Retail Operations Associate of Applied Science in Retail Management Internet

Associate 52.0402 Executive Assistant/Executive Secretary Associate of Applied Science in Office Administration Technology - Administrative Office and Information Processing Professional Option Internet

Associate 22.0301 Legal Administrative Assistant/Secretary Associate of Applied Science in Office Administration Technology - Legal Office Professional Option Internet

Associate 51.0710 Medical Office Assistant/Specialist Associate of Applied Science in Office Administration Technology - Medical Office Professional Option Internet

Associate 52.0401 Administrative Assistant and Secretarial Science, General Associate of Applied Science in Office Administration Technology - Virtual Assistant Option Internet

Associate 22.0302 Legal Assistant/Paralegal Associate of Applied Science in Paralegal Internet

Associate 30.0101 Biological and Physical Sciences Associate in Science Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate in Liberal Studies Internet

Associate 52.0301 Accounting Associate of Applied Science in Accounting Internet

Associate 11.0601 Data Entry/Microcomputer Applications, General Associate of Applied Science in Microcomputer Specialist Internet

Associate 43.0107 Criminal Justice/Police Science Associate of Applied Science in Criminal Justice Internet

Associate 52.0701 Entrepreneurship/Entrepreneurial Studies Associate of Applied Science in Entrepreneurship Internet

Associate 52.0201 Business Administration and Management, General Associate of Applied Science in Management Internet

Associate 52.1401 Marketing/Marketing Management, General Associate of Applied Science in Marketing Internet

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

Certificate 51.0904 Emergency Medical Technology/Technician (EMT Paramedic)

Recommended Change:

Consortial Relationships:

Present Offerings:

None.

Recommended Change:
