



CROSSWALK: HLC AND THE NCCBP

Using Benchmarking Data
for HLC Accreditation



National Community College
Benchmark Project

Credit &
Non-credit

www.nccbp.org

Crosswalk: HLC and NCCBP

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Higher Learning Commission

Policy Title: Criteria for Accreditation

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Information highlighted in blue refers to specific sections of the National Community College Benchmark Project (NCCBP) that can be used to provide data to support the accreditation criterion. The data could be available as comparison data with national medians, comparisons with peer colleges or trends of a single institution.

National Community College Benchmark Project, 2017

Criterion 1: Mission

Core Components

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.

NCCBP Form 18. Student Services: FTE Staff/Student Ratio

Information in this form can be used to illustrate that student support services staff to student ratios are consistent with its stated mission

NCCBP Form 1. Student Information

Enrollment information is available in this form, including full-time and part-time breakouts, Pell eligible and recipient students, race/ethnicity break-downs, first-generation, median student age, sex of students and other characteristics can be used to illustrate that the institution is consistent with its 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.)

NCCBP Form 21. Financial Information

This form includes information on the source of revenue for the college. The financial ratios and composite financial indicator can illustrate that the budgeting process is aligned with and supports the mission of the college.

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.

NCCBP Form 14B. Market Penetration: Community

This section could be used to show the scope of public dissemination of its mission, values, goals, and institutional plans by reporting the number of cultural activities and public meetings that occur on campus where the public can acquire the information via published documents, CSTV monitors, speeches or other means.

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.

NCCBP Demographics.

This form includes the institution's service area characteristics, such as population, minority population, unemployment rates, and household income.

NCCBP Form 1. Student Information

Enrollment information is available in this form including the race/ethnicity break-downs showing the diversity of your students.

NCCBP Form 5. Student Satisfaction and Engagement

One of the Ruffalo Noel Levitz satisfaction measures concerns the institution's responsiveness to diverse populations.

NCCBP Form 19. Human Resources Data

This section of the report includes a measure of minority employees of the college compared to the service area minority population.

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.

NCCBP Form 10. Career Program Completers

Form 10 includes a measure of the satisfaction of employers with the preparation of the institution's graduates which would support meeting the needs of some of your external constituencies.

NCCBP Form 13: High School Graduates

NCCBP Form 14A: Market Penetration: Students

These two sections can be used to share information about how your college serves local high schools.

NCCBP Form 14B. Market Penetration: Community

This section can be used to show the extent of engagement with the community in terms of public meetings, cultural events and sporting activities.

NCCBP Form NC 1: Non-Credit Enrollment Information

This section can be used to show the extent of engagement with the community in terms of life and leisure or personal enrichment non-credit classes.

NCCBP Form NC 8: Non-Credit Satisfaction

This section can be used to show the public's satisfaction with the life and leisure classes.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

Core Components

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.

NCCBP Form 19: Human Resources Data

Data on grievances and harassment actions of faculty and staff is available in Form 19 and speaks to the ethical behavior of administration, faculty and staff.

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.

NCCBP Form 5. Student Satisfaction and Engagement

Some of the Ruffalo Noel Levitz satisfaction measures and CCSSE Benchmarks could be used to illustrate that the institution is presenting itself clearly and completely to its students.

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.

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

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.

NCCBP Form 5. Student Satisfaction and Engagement

The Ruffalo Noel Levitz satisfaction measures and CCSSE Benchmarks can be used to address some of the issues in criteria 2.E.

NCCBP Form 19: Human Resources Data

Data on grievances and harassment actions of faculty and staff is available in Form 19 and could be used to address #3, institution policies on integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

Core Components

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.

NCCBP Form 8. Credit Developmental Retention, Success

NCCBP Form 9. Credit Developmental Retention, Success, First College-level

NCCBP Form 11. Retention and Success Core Academic Skills

NCCBP Form 12. Institution-wide Credit Grades

These forms all deal with the performance of students at various levels of instruction at the college. Using the National data or peer comparisons to show the appropriateness of this performance would be valuable as a response to this criteria.

2. The institution articulates and differentiates learning goals for its 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 consorial arrangements, or any other modality).

NCCBP Form 17. Online/Distance Learning Credit Hours & Grades

These forms all deal with the performance of students at various levels of instruction at the college. Using the National data or peer comparisons to show the appropriateness of this performance would be valuable as a response to this criteria.

NCCBP Form NC 1: Non-Credit Enrollment Information

This section has information on dual or concurrent enrollment (high school students).

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.

NCCBP Form 11. Retention and Success Core Academic Skills

Data from this form would illustrate the success of student in college-level composition, algebra, speech, and gateway math classes.

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.

NCCBP Form 5. Student Satisfaction and Engagement

The CCSSE Benchmarks can be used to address the issues in this criteria, offering benchmarks on student effort, academic challenge, active and collaborative learning and support for learners.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

NCCBP Form 5. Student Satisfaction and Engagement

Ruffalo Noel Levitz has a measure of student's perception of the institutions' responsiveness to diverse populations.

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.

NCCBP Form 5. Student Satisfaction and Engagement

CCSSE Benchmarks include a measure of active & collaborative learning, student effort and support for learners.

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.

NCCBP Form 16: Class Sizes and Faculty Loads

This form includes information on section sizes, student/faculty ratios and credit hours taught by full-time vs part-time faculty.

NCCBP Form 18: Student Services: FTE Staff/Student Ratio

This form includes information on The staffing levels of career services, counseling and advising, admissions and registration, financial aid offices, student activity centers, and testing and assessment services.

NCCBP Form 19: Human Resources Data

Data on retirements and departures of faculty and staff is available in Form 19 and could be used to address the continuity of faculty members.

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.

NCCBP Form 20B: Development/Training Expenditures per FTE Employee

This data shows the college's commitment to helping staff be appropriately qualified.

5. Instructors are accessible for student inquiry.

NCCBP Form 5. Student Satisfaction and Engagement

CCSSE Benchmarks include student-faculty interaction and other measures of engagement.

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.

NCCBP Form 5. Student Satisfaction and Engagement

Ruffalo Noel Levitz satisfaction measures include student satisfaction with academic advising/counseling, academic services, admissions and financial aide, campus support services, registration excellence, and service excellence.

NCCBP Form 20B: Development/Training Expenditures per FTE Employee

This data shows the college's commitment to helping staff be appropriately qualified.

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.

NCCBP Form 5. Student Satisfaction and Engagement

Ruffalo Noel Levitz satisfaction measures include student satisfaction with some support services.

NCCBP Form 18: Student Services: FTE Staff/Student Ratio

This form includes information on staffing levels of career services, counseling and advising, admissions and registration, financial aid offices, student activity centers, and testing and assessment services.

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.

NCCBP Form 8. Credit Developmental Retention, Success

This form includes information about developmental courses at the college.

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.

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.

Criterion 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.

Core Components

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.

The Benchmarking Institute's Cost and Productivity Project provides discipline-level benchmarks perfect for program reviews.

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).

NCCBP Form 3. Student Performance at Transfer Institutions

This form includes information about students that transfer from your institution, including first year GPA, credit hours and if they are maintaining enrollment.

NCCBP Form 10. Career Program Completers

This form includes information about the employment of the institution's completers.

NCCBP Form NC9. Non-Credit Credentials Awarded

Information about the number of non-credit certifications, licenses and certificates awarded can be used to support this criteria.

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.

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.

NCCBP

Participation in the NCCBP demonstrates a commitment to education improvement.

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.

NCCBP Form 2. Student Completion and Transfer

This form includes data on both full-time and part-time completion and graduate rates. It will be relevant here especially when used with peer comparison data.

NCCBP Form 4. Credit Student Enrollment (Persistence)

Overall, full-time and part-time student persistence is included both for next-term and fall to fall.

NCCBP Form 7. Credit College-level Retention, Success

The retention, enrollee success and completer success levels for all college-level courses are included in this form.

NCCBP Form 9. Credit Development Retention, Success First College-level

Data from this form would illustrate the success of student who took developmental classes in their first college-level courses.

NCCBP Form 11. Retention and Success Core Academic Skills

Data from this form would illustrate the success of student in college-level composition, algebra, speech, and gateway math classes.

NCCBP Form NC9. Non-Credit Credentials Awarded

Information about the number of non-credit certifications, licenses and certificates awarded can be used to support this criteria.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

NCCBP Form 2. Student Completion and Transfer

This form includes data on both full-time and part-time completion and graduate rates. It will be relevant here especially when used with peer comparison data.

NCCBP Form 4. Credit Student Enrollment (Persistence)

Overall, full-time and part-time student persistence is included both for next-term and fall to fall.

NCCBP Form 7. Credit College-level Retention, Success

The retention, enrollee success and completer success levels for all college-level courses are included in this form.

NCCBP Form 9. Credit Development Retention, Success First College-level

Data from this form would illustrate the success of student who took developmental classes in their first college-level courses.

NCCBP Form 11. Retention and Success Core Academic Skills

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NCCBP Form NC9. Non-Credit Credentials Awarded

Information about the number of non-credit certifications, licenses and certificates awarded can be used to support this criteria.

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.)

NCCBP Form 2. Student Completion and Transfer

This form includes data on both full-time and part-time completion and graduate rates. It will be relevant here especially when used with peer comparison data.

NCCBP Form 4. Credit Student Enrollment (Persistence)

Overall, full-time and part-time student persistence is included both for next-term and fall to fall.

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NCCBP Form NC9. Non-Credit Credentials Awarded

Information about the number of non-credit certifications, licenses and certificates awarded can be used to support this criteria.

Criterion 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.

Core Components**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.

NCCBP Form 21. Financial Information

This form includes information on the source of revenue for the college. The financial ratios and composite financial indicator can illustrate that fiscal measures are adequate for the college's programs.

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.

NCCBP Form 21. Financial Information

This form includes information on the source of revenue for the college. The financial ratios and composite financial indicator can illustrate that fiscal measures are adequate for the college's programs.

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.

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.

NCCBP

Using NCCBP trend data can show that the institution is planning and anticipating future fluctuations in revenue, enrollment and state support.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

NCCBP

Participating in the NCCBP is evidence of documenting performance for many areas of the institution's 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.

NCCBP

Using NCCBP trend data and custom reports can be used to show how the institution learned from its experience and can document how it has applied that knowledge to improve.