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# LINCOLN BRONZE AWARD FEEDBACK REPORT

## For Applicant

### Black Hawk College

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## INTRODUCTION

The Lincoln Award Board of Examiners has evaluated your organization's application for assessment and recognition. This Feedback Report contains background information on the evaluation and scoring process used, and the findings of the Examiner Team that reviewed your organization's application. The report includes an Executive Summary of overall findings, as well as detailed comments for each Item of your organization's strengths and opportunities for improvement relative to the Criteria for Performance Excellence.

## APPLICATION REVIEW AND EVALUATION PROCESS

The process used by the Lincoln Award examiner team to review your Lincoln application involved up to three stages. Figure 1 on the next page outlines each of these stages, and identifies further reviews by our Editorial Board and Panel of Judges.

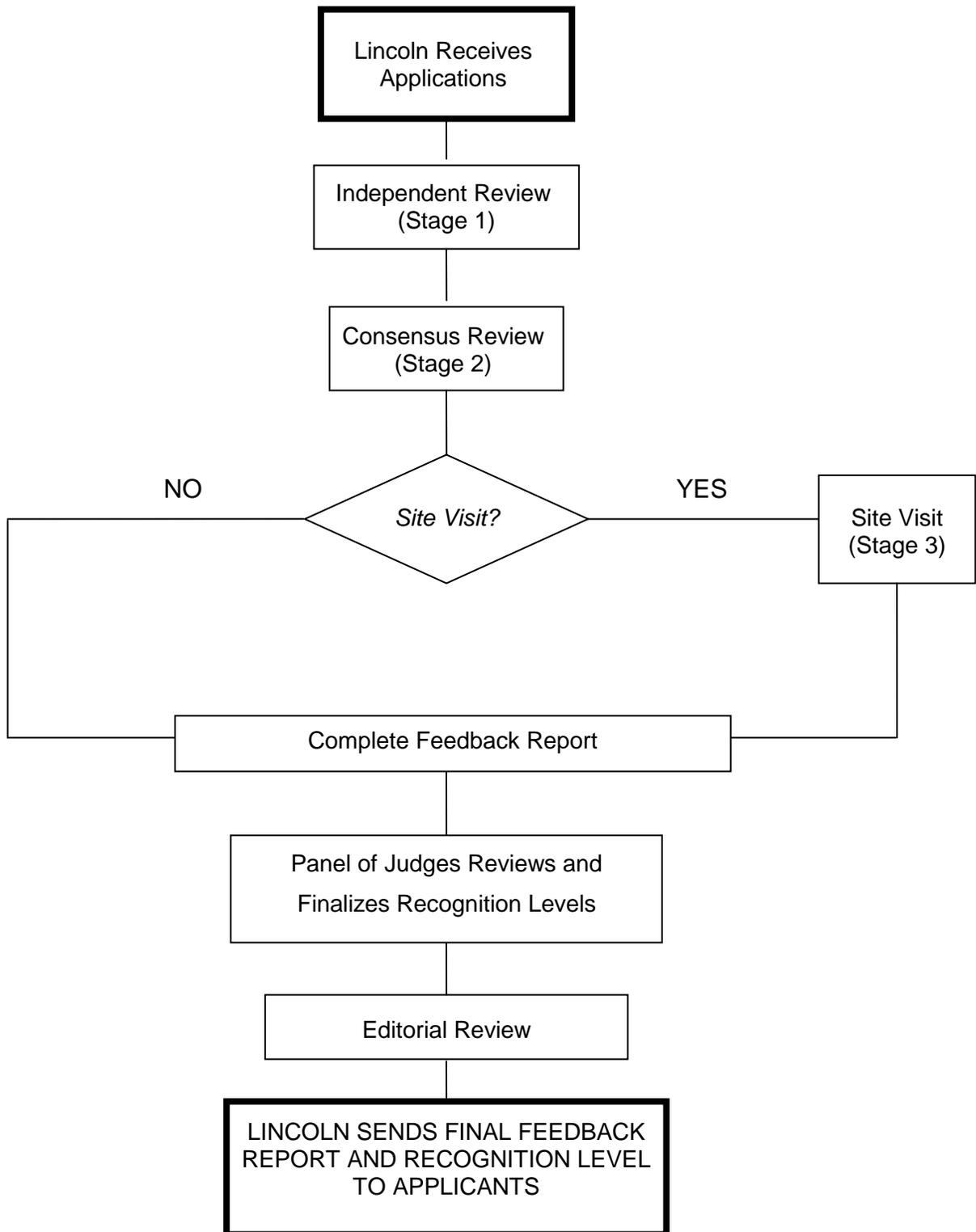
The process began with an *independent review (Stage 1)* of your application. At the outset of this stage, members of the Lincoln Award Board of Examiners were assigned to each of the applications under review. Examiner teams were comprised of a Senior Examiner to serve as team leader, and other Examiners. Examiner assignments were made to ensure no conflict of interest and the best use of Examiner expertise and experience. In stage 1, each member of the assigned Examiner team completed an independent evaluation of your application using the scoring system developed for the Malcolm Baldrige National Quality Award Program as adopted for the Lincoln Award program.

Each application then went through a *consensus review (Stage 2)*. At this stage, your Examiner team consolidated the feedback from the stage 1 reviews, and participated in a meeting to review the application and reach agreement on key findings. This included developing consensus on the feedback comments explaining your organization's strengths and opportunities for improvement, on the score for Items within each Category, and on the score for the overall application. The Team Leader directed the consensus review to clarify and resolve any differences resulting from the independent review and to ensure that comments reflected the best possible analysis and thinking of the Examiner team as a whole.

The third stage of the process is the *site visit review*. For applicants at the Gold or Silver level, the Panel of Judges reviewed the consensus feedback and made a determination as to whether or not these applicants would be offered a site visit. For those Gold or Silver applicants who were offered and accepted a site visit, the Examiner team prepared for and conducted a site visit to clarify and verify information provided in the application, including the extent of deployment and integration of management systems. The site visit team also verified the extent to which management systems throughout the organization have been systematically evaluated and improved. Upon completion of the site visit review, the Examiner team revised the Feedback Report to achieve consensus based upon the updated findings.

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**EVALUATION PROCESS – Figure 1**



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All Feedback Reports prepared by the Examiner teams are reviewed by the Panel of Judges to ensure consistent calibration in scoring and application of the Criteria across the teams. The Judges held several meetings to review all applicant Feedback Reports in order to determine the appropriate level of recognition based on the profile of strengths and opportunities for improvement contained in the Feedback Report.

Feedback Reports were reviewed and edited to ensure completeness and clarity by the Award office and selected Examiners. The Feedback Reports were then provided to the applicants for use in future improvement planning.

### **ON-SITE FEEDBACK REPORT REVIEW**

An optional, on-site review of this feedback report may be conducted at the applicant's request. The purpose of this meeting would be to explain the content and rationale behind the comments in the Feedback Report. This optional activity is based on the premise that a conversation about the organization's Feedback Report with experienced Examiners may enhance the applicant's understanding of the feedback and the opportunities for improvement contained in the report.

### **LINCOLN AWARD RECOGNITION LEVELS**

The Lincoln Award program provides a system for recognizing organizations at three levels that are representative of progress and growth toward performance excellence. Award levels reflect the increasing maturity of a performance management system as defined by the Lincoln Award Criteria for Performance Excellence.

**The Lincoln Bronze Award for Commitment to Excellence** – evidence of the beginnings of effective, systematic approaches for many major processes that are required by the Criteria, even if some areas or units may be in the early stages of deployment. Some key results are reported. Major processes include strategic planning, action planning, market planning, customer/stakeholder relationship building and satisfaction measurement, performance measurement and analysis, workforce engagement, development and satisfaction measurement, the design, management and improvement of key work processes, and senior leadership involvement in key approaches. Because deployment is a minimal factor in determining this award level, site visits are NOT required for this award.

**The Lincoln Silver Award for Progress Towards Excellence** – evidence of systematic, well deployed approaches for major processes. The organization is beginning to evaluate and improve these approaches and has been able to show some positive results in key areas to demonstrate progress. Because deployment is a significant factor in determining this award level, site visits are required.

**The Lincoln Gold Award for Achievement of Excellence** – evidence that systematic approaches for most to nearly all key Item requirements are in place and well deployed, fact-based evaluation and improvement of these processes has led to refinement, and results demonstrate no pattern of adverse trends and good performance relative to comparisons in areas important to the organization. The organization can be considered a Role Model. Because deployment is a significant factor in determining this award level, site visits are required.

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## SCORING SYSTEM

The scoring system is designed to differentiate applicants by the degree of progress demonstrated in successfully implementing performance management practices and principles, and to facilitate feedback. The applicant receives a score that is provided as a percentage range for each Item in the seven Categories (Leadership, Strategic Planning, Patient, Customer and Market Focus, etc.). This percentage range is based on the “Scoring Guidelines” in Figure 2, which describe the characteristics typically associated with specific scores.

When assessing your organization’s scores, note that Categories 1 through 6 consider “Process” scoring guidelines; Category 7 considers “Results” scoring guidelines.

**Process** refers to the methods your organization uses and improves to address the Item requirements in Categories 1-6. The four factors used to evaluate process are Approach, Deployment, Learning and Integration (ADLI).

**“Approach”** (A) refers to:

- the methods used to accomplish the process
- the appropriateness of the methods to the Item requirements
- the effectiveness of your use of the methods
- the degree to which the approach is repeatable and based on reliable data and information (i.e., systematic)

**“Deployment”** (D) refers to the extent to which:

- your approach is applied in addressing Item requirements relevant and important to your organization
- your approach is applied consistently
- your approach is used by all appropriate work units

**“Learning”** (L) refers to:

- refining your approach through cycles of evaluation and improvement
- encouraging breakthrough change to your approach through innovation
- sharing refinements and innovations with other relevant work units and processes in your organization

**“Integration”** (I) refers to the extent to which:

- your approach is aligned with organizational needs identified in the Organizational Profile and other Process Item requirements
- your measures, information, and improvement systems are complementary across processes and work units
- your plans, processes, results, analyses, learning, and actions are harmonized across processes and work units to support organization-wide goals

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**Results** refer to your organization's outputs and outcomes in achieving the requirements in Items 7.1-7.6 (Category 7). The four factors used to evaluate results are Levels, Trends, Comparisons, and Integration (LeTCI).

**"Levels"** (Le) refers to:

- your current level of performance

**"Trends"** (T) refers to:

- the rate of your performance improvements or the sustainability of good performance (i.e., the slope of trend data)
- the breadth (i.e., the extent of deployment) of your performance results

**"Comparisons"** (C) refers to:

- your performance relative to appropriate comparisons, such as competitors or organizations similar to yours
- your performance relative to benchmarks or industry leaders
- and/or benchmarks

**"Integration"** (I) refers to the extent to which:

- your results measures (often through segmentation) address important customer, product and service, market, process, and action plan performance requirements identified in your Organizational Profile and in Process Items
- your results include valid indicators of future performance
- your results are harmonized across processes and work units to support organization-wide goals

## CRITERIA – PROCESS SCORING GUIDELINES - Figure 2

SCORE	PROCESS (Categories 1 – 6)
0% or 5%	<ul style="list-style-type: none"> <li>▪ No <b>systematic approach</b> to Item Requirements is evident; information is <b>anecdotal</b>. (A)</li> <li>▪ Little or no <b>deployment</b> of any <b>systematic approach</b> is evident. (D)</li> <li>▪ An improvement orientation is not evident; improvement is achieved through reacting to problems. (L)</li> <li>▪ No organizational <b>alignment</b> is evident; individual areas or work units operate independently. (I)</li> </ul>
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> <li>▪ The beginning of a <b>systematic approach</b> to the <b>basic requirements</b> of the Item is evident. (A)</li> <li>▪ The <b>approach</b> is in the early stages of <b>deployment</b> in most areas or work units, inhibiting progress in achieving the <b>basic requirements</b> of the Item. (D)</li> <li>▪ Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L)</li> <li>▪ The <b>approach</b> is aligned with other areas or work units largely through joint problem solving. (I)</li> </ul>
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> <li>▪ An <b>effective, systematic approach</b>, responsive to the <b>basic requirements</b> of the Item, is evident. (A)</li> <li>▪ The <b>approach</b> is <b>deployed</b>, although some areas or work units are in early stages of <b>deployment</b>. (D)</li> <li>▪ The beginning of a <b>systematic approach</b> to evaluation and improvement of <b>key processes</b> is evident. (L)</li> <li>▪ The <b>approach</b> is in early stages of <b>alignment</b> with your basic organizational needs identified in response to the Organizational Profile and other Process Items. (I)</li> </ul>
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> <li>▪ An <b>effective, systematic approach</b>, responsive to the <b>overall requirements</b> of the Item, is evident. (A)</li> <li>▪ The <b>approach</b> is well <b>deployed</b>, although <b>deployment</b> may vary in some areas or work units. (D)</li> <li>▪ A fact-based, <b>systematic</b> evaluation and improvement <b>process</b> and some organizational <b>LEARNING</b>, including <b>innovation</b>, are in place for improving the efficiency and effectiveness of <b>key processes</b>. (L)</li> <li>▪ The <b>approach</b> is <b>aligned</b> with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)</li> </ul>
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> <li>▪ An <b>effective, systematic approach</b>, responsive to the <b>multiple requirements</b> of the Item, is evident. (A)</li> <li>▪ The <b>approach</b> is well <b>deployed</b>, with no significant gaps. (D)</li> <li>▪ Fact-based, <b>systematic</b> evaluation and improvement and organizational <b>learning</b>, including <b>innovation</b>, are <b>key</b> management tools; there is clear evidence of refinement and innovation as a result of organizational-level <b>analysis</b> and sharing. (L)</li> <li>▪ The <b>approach</b> is <b>integrated</b> with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)</li> </ul>
90%, 95%, or 100%	<ul style="list-style-type: none"> <li>▪ An <b>effective, systematic approach</b>, fully responsive to the <b>multiple requirements</b> of the Item, is evident. (A)</li> <li>▪ The <b>approach</b> is fully <b>deployed</b> without significant weaknesses or gaps in any areas or work units. (D)</li> <li>▪ Fact-based, <b>systematic</b> evaluation and improvement and organizational <b>learning</b> through <b>innovation</b> are <b>key</b> organization-wide tools; refinement and <b>innovation</b>, backed by <b>analysis</b> and sharing, are evident throughout the organization. (L)</li> <li>▪ The <b>approach</b> is well <b>integrated</b> with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)</li> </ul>

**CRITERIA – RESULTS SCORING GUIDELINES - Figure 2 cont'd**

SCORE	RESULTS (Category 7)
0% or 5%	<ul style="list-style-type: none"> <li>▪ There are no organizational <b>performance results</b> and/or poor <b>results</b> in areas reported. (Le)</li> <li>▪ <b>Trend</b> data either are not reported or show mainly adverse <b>trends</b>. (T)</li> <li>▪ Comparative information is not reported. (C)</li> <li>▪ <b>Results</b> are not reported for any areas of importance to the accomplishment of your organization's <b>mission</b>. No <b>performance projections</b> are reported. (I)</li> </ul>
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> <li>▪ A few organizational <b>performance results</b> are reported; and early good <b>performance levels</b> are evident in a few areas. (Le)</li> <li>▪ Some <b>trend</b> data are reported, with some adverse <b>trends</b> evident. (T)</li> <li>▪ Little or no comparative information is reported. (C)</li> <li>▪ <b>Results</b> are reported for a few areas of importance to the accomplishment of your organization's <b>mission</b>. Limited or no <b>performance projections</b> are reported. (I)</li> </ul>
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> <li>▪ Good organizational <b>performance levels</b> are reported for some areas of importance to the Item requirements. (Le)</li> <li>▪ Some <b>trend</b> data are reported, and a majority of the <b>trends</b> presented are beneficial. (T)</li> <li>▪ Early stages of obtaining comparative information are evident. (C)</li> <li>▪ <b>Results</b> are reported for many areas of importance to the accomplishment of your organization's <b>mission</b>. Limited <b>performance projections</b> are reported. (I)</li> </ul>
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> <li>▪ Good organizational <b>performance levels</b> are reported for most areas of importance to the Item requirements. (Le)</li> <li>▪ Beneficial <b>trends</b> are evident in areas of importance to the accomplishment of your organization's <b>mission</b>. (T)</li> <li>▪ Some current <b>performance levels</b> have been evaluated against relevant comparisons and/or <b>benchmarks</b> and show areas of good relative <b>performance</b>. (C)</li> <li>▪ Organizational <b>performance results</b> are reported for most <b>key student</b> and <b>stakeholder</b>, market, and <b>process</b> requirements. <b>Performance projections</b> for some high-priority <b>results</b> are reported. (I)</li> </ul>
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> <li>▪ Good to excellent organizational <b>performance levels</b> are reported for most areas of importance to the Item requirements. (Le)</li> <li>▪ Beneficial <b>trends</b> have been sustained over time in most areas of importance to the accomplishment of your organization's <b>mission</b>. (T)</li> <li>▪ Many to most <b>trends</b> and current <b>performance levels</b> have been evaluated against relevant comparisons and/or <b>benchmarks</b> and show areas of leadership and very good relative <b>performance</b>. (C)</li> <li>▪ Organizational <b>performance results</b> are reported for most <b>key student</b> and <b>stakeholder</b>, market, <b>process</b>, and <b>action plan</b> requirements, and they include some <b>projections</b> of your future <b>performance</b>. (I)</li> </ul>
90%, 95%, or 100%	<ul style="list-style-type: none"> <li>▪ Excellent organizational <b>performance levels</b> are reported for most areas of importance to the Item requirements. (Le)</li> <li>▪ Beneficial <b>trends</b> have been sustained over time in all areas of importance to the accomplishment of your organization's <b>mission</b>. (T)</li> <li>▪ Evidence of health care sector and <b>benchmark</b> leadership is demonstrated in many areas. (C)</li> <li>▪ Organizational <b>performance results</b> fully address <b>key student</b> and <b>stakeholder</b>, market, <b>process</b>, and <b>action plan</b> requirements, and they include <b>projections</b> of your future <b>performance</b>. (I)</li> </ul>

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## EXECUTIVE SUMMARY

**Black Hawk College** scored between **338 and 438** based on Board of Examiner review of the organization's written application and site visit review for the Lincoln Award. This assessment places Black Hawk College at the ***Bronze*** recognition level.

### **Organizational Context**

Black Hawk College is a comprehensive community college providing associate and occupational degrees, transfer programs, 1-2 year certificates, workforce development/corporate training, developmental courses, English as a Second Language (ESL), high school completion, and general education degrees (GED). The college serves a nine-county area in northwestern Illinois (Community College District #503) and enrolls approximately 17,000 students. Primary campuses are located in Moline and Kewanee. In addition, the college operates outreach centers in several locations. A number of recent facility upgrades have been undertaken to improve the technology support of instruction. Black Hawk College provides instructional content through interactive audio/video delivered to area high schools.

The college's mission is stated as providing the environment and resources for individuals to become lifelong learners. Their vision is to provide total accessibility, quality instructional programs, student-centered services, and strategic alliances to position them to serve as the preferred choice for education and training. They identify appreciation for diversity, caring and compassion, fairness, honesty, integrity, respect, and responsibility as core values. Their core competencies are teaching and learning, creating a welcoming environment, and serving as a comprehensive community college.

The college employs approximately 630 faculty and staff, 363 are full time. There are 4 unions representing most of the employees. Approximately half of the employees are faculty. The college has operated for the past two years with an interim president. A new president will take office in January of 2010. During the interim president's term, the student services reporting line was shifted from the executive vice president to become another vice president reporting directly to the president. Due to the recent departure of the vice president for finance, the Facilities department is temporarily reporting directly to the president while the director of accounting serves as interim vice president for finance.

The college's main competitors are four private vocational schools, three private four-year institutions, non-credit providers, and on-line providers. Western Illinois University operates an upper division campus in Moline, and Black Hawk College works in partnership with them for dual enrollments. There is some concern that Western Illinois is considering building a four-year campus in the area.

Black Hawk College lists strategic challenges as: population demographic shifts, increases in the number of students underprepared for college level coursework, the number of special needs learners, learners with limited English skills, providing the community with a pool of qualified job applicants, decreases in state and county educational funding, shifts in the age of faculty and staff retirements, and the need to provide flexible 24/7 services and training to meet community expectations. Strategic advantages are considered: convenient and accessible locations, open-door admissions policies, lower tuition rates, the experience and expertise of faculty and staff, relationship building, student engagement, a world-class agriculture program, and strong community partners.

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Two recent changes are notable. The campus has been the home of a public broadcasting television station. As state funding the station has decreased, the financial burden to Black Hawk College has become insupportable. The college has arranged to transfer the operation to WIU. The college was also operating an early childhood education day care. In addition to providing a hands-on laboratory for students in the early childhood education program, the day-care served staff and students. Again due to financial reasons, the college determined that running the day-care was drawing resources away from the core competency areas of teaching and learning. It was discovered that several nearby day-care centers had the capacity to meet the needs of staff and students seeking day-care services and those centers were also able to provide the practical training for students in the early childhood education program.

### **Key Strengths**

Black Hawk College's strategic planning process represents an important strength for them. They have been using a three-year planning model since 2004 and are currently beginning the work for their third cycle. As part of the 2007 planning, several refinements were introduced. Their model employs numerous data inputs and engages a significant number of faculty and staff. College wide objectives and related indicators of effectiveness (expressed through a dashboard and Board of Trustees ends measures) are developed and deployed to the organization. Unit planning follows an annual cycle, using the college wide objectives as the framework for departmental goals and providing data in support of the college indicators of effectiveness. A recent innovation has been the implementation of the Integrated Unit Planning WEAVEonline software application. Historically, unit plans were disseminated on paper or electronically through WORD documents, making integration of efforts and collaboration cumbersome. WEAVEonline allows unit leaders to enter their plans online, using pull down menus to select college wide objectives that they are meeting, and to indicate how they are supporting other planning efforts. The program includes a document repository and can be used to document processes. While the college is in the early stages of implementing this tool, it is clear that it holds great promise for integrating planning and cross organization interaction.

Student engagement is another area of strength for Black Hawk College. The myBlackHawk web portal provides students with a single connection point for linking to college resources and information. The college has identified six stages of student connection with the institution and has developed a variety of communication approaches appropriate to each stage. Student service areas have adopted a service credo benchmarked against Ritz Carlton practices with the goal of creating a welcome community for learning. Recent renovations have targeted areas for students to congregate to further reinforce the welcoming nature of the campus. One area, named by students the Hawk's Nest, has a variety of amenities selected with student input. During the examiner team visit, this area was heavily used by students.

Numerous listening practices are in place to assess student engagement and satisfaction including use of several surveys: Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Inventory, and SENSE, a new student experience survey for first semester students based on the CCSSE. The college also makes extensive use of convenience surveys using the web-based tool Zoomerang linked from the myBlackHawk portal. These listening methods are used to assess performance and in planning.

A further area of strength is the college's leadership system. The President's Cabinet, composed of the leaders of the seven main operational areas: teaching and learning, student support services,

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financial services, college support services, planning and institutional effectiveness, human resources, and leadership (president), provide effective guidance to the planning and communication efforts. During the site visit, most middle and lower level staff indicated that the leadership communicates the institution's mission, vision, and values effectively.

### **Significant Improvement Opportunities**

While strategic planning and leadership are strengths for the college, process management presents an area for improvement. Even among the senior leadership, there is disagreement regarding the definition of work systems. Essentially all work units are defined as work processes and, with the exception of processes central to the academic effort: program design, program review, and curriculum review, there is little apparent effort to document process requirements and actual processes. During the site visit, when questioned about recent changes, several unit leaders indicated that changes were made on an *ad hoc* basis rather than through systematic, well-defined process. One director showed the examiners an extensive operations manual that was regularly reviewed internally, but when asked, the director indicated that it was a personal innovation and not something required of all units. When asked to identify key work processes, the leadership indicated that all the processes were key.

The college would also benefit from an expansion of systematic, fact-based evaluation and improvement. As mentioned above, many changes seem to be the result of unit leader random decision-making. Since key work processes have not been consistently defined, nor key requirements identified, *ad hoc* decision-making is more probable. Systematic design and evaluation of processes will provide better integration and support to the central processes for teaching and learning and continue Black Hawk College's progress toward its vision of serving as the area's preferred choice for education and training.

Workforce engagement is another area offering significant improvement opportunity. While the college uses the PACE workforce satisfaction survey and has recently added ten questions from the Gallup Q12 engagement survey, this represents a reactive as opposed to a proactive process. The identification of key factors affecting workforce engagement and development of specific programs to address engagement issues may prevent problems as opposed to their discovery after the fact in the PACE survey.

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## **Key Strengths and Significant Improvement Opportunities for Results**

Black Hawk College's performance results match or are above state and Illinois Community College Board (ICCB) peer group averages in some of the reported measures. These include Occupational Graduate Employment, Transfer Grade Point Average, Remedial Advancement to College Level Work, GED/High School Attainment, GED Transition to College Level Work, and Adult Education Test Scores. Few of the expected results were presented and many reported measures show even results or results trending slightly down. Few measures are compared to benchmark or best in class performers. Transfer Grade Point Average was identified as an important measure by most of the faculty. The grade point average (GPA) for BHC students transferring to Western Illinois University is compared to the GPA of "native" WIU students and students transferring to WIU from other community colleges. While the GPA for BHC students remains above that of the native students and other community college transfers, it has declined from a peak in the fall of 2004 and projected results show the gap narrowing slightly.

Financial reports show mixed results as well. Cost of instruction per credit hour, while generally matching that of other state community colleges, showed a significant jump for FY2008, approximately 10% above what the college had projected. While below the state and ICCB peer group averages, dual enrollment numbers have been improving and, in FY2008, approach closely the projected numbers for the comparison groups.

Overall graduate satisfaction generally matches that of the state average and the ICCB peer group and, with the exception of a peak in FY2006, has remained flat.

A number of workforce measures, including employment climate measures, are presented but only one measure, Employee Foundation Donors, is provided as an indicator of workforce engagement.

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## STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT

### 1 LEADERSHIP

The *Leadership* Category examines how your organization's **senior leaders'** personal actions guide and sustain your organization. Also examined are your organization's **governance** system and **how** your organization fulfills its legal, ethical, and societal responsibilities and supports its **key** communities.

**1.1 Senior Leadership – Describe how senior leaders guide and sustain your organization. Describe how senior leaders communicate with your workforce and encourage high performance.**

1.1 Strengths	
Area to Address	Comment
1.1a(1)	Senior leadership reviews the vision and values every three years as part of the strategic planning process. Their review utilizes input from various external constituencies of the applicant, state and national data trends affecting higher education and various professions, a SWOT analysis and ongoing discussions and approval by the Board of Trustees. The applicant's mission, vision, and values are deployed to the Workforce through internal and external publications, websites, the intranet, and through new employee orientation. President's Cabinet members promote the mission, vision, and values through extensive personal interaction. Core Values are especially strong throughout the organization. During the site visit, members of the workforce consistently identified the importance of their core values. Some departments had even adapted the core values to music to have department cheers. Senior leadership aligns the efforts of their workforce to their vision and values through the Integrated Unit Planning WEAVEonline software application. An example of how Senior leaders' personal actions reflect commitment to the organization's vision and values is their adoption of the Core Values/WOW project: by which they recognize individuals, faculty, staff or students who exemplify the core value of the week.
1.1a(2)	The Board of Trustees has established board policies monitored monthly with the President who is required to report any infractions. The board policy manual is currently going through its periodic review. The review committee consists of two board members, the board secretary and a member of the President's Cabinet.
1.1a(3)	The senior leaders create a sustainable organization through the use of a leadership system that includes the Board of Trustees, the Administrative Staff, the Academic Staff, Labor Management Council (members include administrators and leaders from the various bargaining units) , and the Faculty Senate Leadership in conjunction with the implementation of the Performance Excellence Process (PEP) (high performance), the Strategic Planning Process (long term direction), the Performance Excellence Assessment Process (focus on improvement, innovation, reaccreditation), the College Dashboard (key indicators that focus on results), and the Student Learning System process which drives continuous process improvement and knowledge sharing. The performance excellence process provides an overall direction for the mission, vision and values that are made operational through three learning-centered connecting strategies: College Wide Objectives (CWO), and their implementation through department unit plans.

Recent redesign of Faculty Assembly and Staff Development Days included eliminating external

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speakers and securing internal faculty and staff to share individual and departmental best practices to focus on innovative successes of faculty and staff, program performance and knowledge sharing.

- 1.1b(1) President’s Cabinet members communicate key decisions to the workforce through the web-based campus portal (MyBlackHawk), email, Intercom (internal monthly newsletters), summaries of President’s Cabinet meetings, staff development days, team and departmental meetings and meetings with leadership teams. The President’s Cabinet members encourage high performance by actively listening and supporting staff’s efforts to forward the applicant’s efforts toward its vision.
- 1.1b(2) Senior leaders create a focus on action to accomplish the organization’s goals through implementation of an organization-wide software tool. Senior leaders deploy the strategic plan to the departments through this web-based tool (WEAVEonline). The applicant’s implementation of WEAVEonline is intended to organize and align department unit plans with the College Wide Objectives. Senior leaders review these plans within their units to support the Board of Trustees Board Ends and Dashboard reports that monitor organizational performance.

### 1.1 Opportunities for Improvement (OFI)

Area to Address	Comment
1.1a(1)	Systematic deployment of the vision and values through the leadership system structure is limited to workgroups directly managed by the colleges. Expanding this deployment to the key suppliers, partners, students and other stakeholders may lead to relationships where synergistic goals and objectives exist. Such situations may enhance the organization’s mission to provide the environment and resources for individuals to become lifelong learners.
1.1a(3)	<b>During the site visit, multiple individuals affirmed that historically (as recently as the past two years) significant changes in campus culture correlated to changes in senior leadership. The applicant’s approaches to communicating and encouraging high performance are currently dependent upon the enthusiasm and focus of senior leadership. Without implementing structures to support consistent application of this approach throughout the leadership system, the applicant’s ability to maintain its performance could erode when changes to the senior leadership team occur.</b>
1.1b(2)	<b>The applicant does not conduct a systematic fact-based evaluation of its process for encouraging high performance. Failure to evaluate and improve leadership’s ability to create a focus on actions to accomplish the organization’s objectives and improve performance can reduce their ability to encourage the high performance needed to continue the organization’s progress toward its vision.</b>

**SCORE RANGE:  
60-70%**

**1.2 Governance and Societal Responsibilities –Describe your organization’s governance system and approach to leadership improvement. Describe how your organization assures legal and ethical behavior, fulfills its societal responsibilities and supports its key communities.**

<b>1.2 Strengths</b>	
<b>Area to Address</b>	<b>Comment</b>
1.2a(1)	The Board Of Trustees provides overall governance and oversight for policymaking, personnel and organizational administration, financial administration, program and curriculum administration. Its policymaking supports transparency by adhering to the Illinois Open Meetings Act (Legal Requirement), publishing meeting agendas prior to the meeting, maintaining open meetings, and publishing and posting minutes for public comment. Administrative guidelines are established by senior leaders, reviewed by Labor-Management Council, President's Cabinet, Faculty Senates, and affected departments, and approved by the president. Review of fiscal accountability is accomplished through 3rd party audits and the board reviews financial information monthly.
1.2a(2)	The Board conducts a self-assessment at the conclusion of each regular meeting (10 meetings annually) by responding to 8 questions scored on a 5-point Likert scale. Questions include: what extent the meeting agenda and decisions made are linked to the strategic plan, impartiality of chair, discussion and action of the Board faithful to the mission, and core values. The Board conducts annual reviews of the President’s overall performance.
1.2b(1)	The applicant uses a variety of “listening” avenues to understand potential adverse impacts on community and public concerns. These include: Board Of Trustees Standing agenda item for public comment, participation of senior leaders on community boards and civic groups to obtain input on concerns from the community and consultation with advisory committees.
1.2b(2)	Management of ethical behavior is accomplished through the enforcement of Board Policy Administrative Guidelines (State Officials and Employees Ethics Act). These policies are documented and distributed in employee handbooks, contracts, administrative procedures, and are included in the new employee orientation.
1.2c(1)	The applicant addresses fulfillment of its societal responsibilities through execution of its Teaching & Learning core competency and has identified ‘Being a sound citizen’ as important to the organization. The applicant’s participation in the community ranges from President’s Cabinet members to student leaders; and from service on non-profit boards to volunteer events distributing aid to the needy.

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## 1.2 Opportunities for Improvement (OFI)

Area to Address	Comment
1.2a(2)	<p>Performance reviews for senior leaders have not addressed their development in “effective leadership.” Without identifying and addressing elements that increase leaderships’ ability to lead, the applicant inhibits their ability to effectively progress toward their vision.</p> <p>The applicant hasn’t established a formal method to refine its approach to leadership, (its leadership system), through cycles of evaluation and improvement. Without identifying and addressing factors that can continue to increase the quality of the organization’s leadership, the applicant may lose focus on the key communities it serves.</p>
1.2c(2)	<p>The applicant has not refined its approach to supporting key communities through cycles of evaluation and improvement. Without formalizing its selection of key communities and developing appropriate measures to evaluate their efforts to strengthen them, the successful (strategic) relationships the applicant has built with the community could deteriorate.</p>
1.2a(1)	<p>The applicant conducts reviews of its governance system, and legal/ethical behavior monitoring on an as needed basis. Without systematically pursuing breakthrough change to the applicant’s established approach for these elements; the applicant’s ability to govern its increasingly complex interactions may diminish.</p>

**SCORE RANGE:**  
**55-65%**

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## 2 STRATEGIC PLANNING

The *Strategic Planning* Category examines **how** your organization develops **strategic objectives** and **action plans**. Also examined are **how** your chosen **strategic objectives** and **action plans** are **deployed** and changed if circumstances require, and **how** progress is measured.

**2.1 Strategy Development – Describe how your organization establishes its strategy to address its strategic challenges and leverages its strategic advantages. Summarize your organization’s key strategic objectives and their related goals.**

2.1 Strengths	
Area to Address	Comment
2.1a(1)	<p>The Board of Trustees, senior leaders and members of the leadership team conduct a strategy development process every three years. This 5-step process includes: an analysis of internal and external environments; the review and/or development of new mission, vision, goals, core values, core competencies and strategic priorities; a review of strategic performance on dashboard and board end measures; the development of new strategic objectives, dashboard measures and timelines; and the communication of results from action plan progress. The first three steps in the process allow the planning team to collect and synthesize data to develop core competencies, strategic advantages and challenges. They then operationalize their strategic objectives by following a yearly planning cycle of unit/action plan development, plan implementation, evaluation of results, and improvements based on those results. The 2007 strategic plan was developed with representation from faculty senate presidents, department chairs, deans, directors and President Cabinet members who used input from more than 70 faculty and 44 staff in developing the College Wide Objectives that address stakeholder groups through connecting with the learner, the community and internally. The strategic plan is deployed to stakeholder groups using myBlackHawk (web portal with areas for faculty, staff, and students) and one year plans have begun to be tracked using the Integrated Unit Planning WEAVEonline Process. The strategic plan is aligned with the annual budgeting process and with faculty and staff training. Using a fact-based evaluation (focus group discussions) after the 2004 strategic planning process, the organization made five refinements to the strategic planning process. Those changes included the involvement of more employees and staff; the hiring of a full-time Director of Planning and Institutional Effectiveness to lead the process; the shift from an 18 month process to a six month process; the change from a commission structure to a balanced short term/long term planning process; and the development of a Dashboard system to measure progress on the plan.</p>
2.1a(2)	<p>The strategic planning committee uses step 1 of the strategic planning process to collect and use a variety of data sources for a variety of purposes as part of the planning processes. The following describes the data sources and their use: economic and political trends, national trends in community colleges, and legislative mandates to determine early indications of risks or major shifts in technology; environmental scans to determine major shifts in technology, community college demographics, competition, and student and community demographics as well as markets and student and stakeholder preferences; and legislative mandates to determine regulatory environment. The strategic planning team also uses data from students, stakeholders groups and internal workforce data to gather information on educational programs, offerings and services. All of the above data are used to identify strengths, opportunities, weaknesses and threats (SWOT analysis).</p>

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- 2.1b(1) Three strategic priorities identify the applicant’s strategic objectives. They include: Connecting with the Learner; Connecting with the Community and Connecting Internally. The most important goals are defined by the applicant as College Wide Objectives. They include: Student Success – full-time, first-time students will complete their certificate/degree program and still be enrolled or transferred within 150% of program length; Student Satisfaction – students will be satisfied with their overall experience at the college; Community Access - ensure that all district high school students have access and an opportunity to participate in higher education; Student Employment – career and technical education program completers will be employed in related field; Workforce Development - strengthen and promote the applicant as a premier workforce training enterprise; Fiscal Planning – balance the college budget; Recognition/Innovation – support faculty and staff through recognition and development activities; Collaboration – create environment of teamwork, collaboration, trust and accountability; and Communication – create an environment for open and transparent communication.
  - 2.1b(2) The applicant uses a strategy matrix to align strategic challenges, strategic advantages, strategic priorities, college wide objectives, core competencies, and key performance measures.

### 2.1 Opportunities for Improvement (OFI)

Area to Address	Comment
2.1a(1), 2.1a(2), 2.1b(1)	The organization does not have a systematic, fact-based approach to evaluating and improving the process for collecting and analyzing data to inform the strategic planning process, the process for determining strategic challenges and advantages, and the process for establishing strategic objectives to address strategic challenges and leverage strategic advantages. As a result, the organization may not be developing appropriate strategic objectives and action.
2.1b(2)	<b>The organization does not have a systematic, effective approach to address all its strategic challenges and leverage its strategic advantages. Specifically, through its strategy (college wide objectives and action plans) the organization is not ensuring the following strategic challenges, identified by the organization, are addressed: students with limited English proficiency, population shifts in age of faculty and staff retirements, the increasing needs of special needs learners, and the need to offer flexible 24/7 services and training. As a result, the organization cannot be sure that their actions will address all the factors that are inhibiting their ability to achieve.</b>

**SCORE RANGE:  
55-65%**

**2.2 Strategy Deployment – Describe how your organization converts its strategic objectives into action plans. Summarize your organization’s action plans, how they are deployed, and key action plan performance measures or indicators. Project your organization’s future performance relative to key comparisons on these performance measures or indicators.**

2.2 Strengths	
Area to Address	Comment
2.2a(2)	The organization uses the Student Learning System to develop and deploy action plans to the workforce. This system includes seven Level 1 units (Human Resources, Finance and Facilities, College Support Services, Student Support Services, Planning and Institutional Effectiveness, Leadership, and Teaching and Learning) focused on the core competency of Teaching and Learning. Under each Level 1 unit, there are several Level 2 units that develop annual unit plans by establishing goals, actions, performance measures and budget needs. Each team also identifies how the plan aligns to the college wide objectives. Each Level 2 unit planning team annually evaluates progress on the goals. The applicant has begun to use the Integrated Unit Planning WEAVEonline process to strengthen the alignment between the strategic plan and the unit plans, along with identifying what was learned and what can be improved in each unit.
2.2a(1)	In the 2007 strategic planning, after developing the college wide objectives, the organization identified 22 action plan teams to accomplish the objectives. These teams included: developmental education student course completion, minority student persistence to completion, transfer student success, academic advising, course schedule and support services, collaborative relationships with K-12 systems, new program development, new articulation agreements, create proactive strategies for improving communication with Western University, improve external and internal awareness of articulated agreements, credit and non-credit planning, increase non-traditional student enrollments, business process improvements, increase alternative funding resources, conduct district-wide master facilities planning process, employee recognition, encourage and promote innovation in what and how work is done, revitalize faculty and staff training and development, action team structure, revise strategic planning process, structure avenues of communication that are open and transparent, and sharing of information. Based on an informal review by the President’s Cabinet after a large change-over in leadership, the action plan teams were dissolved and the work was directed to the unit planning process.
2.2a(3) 2.2a(5)	The applicant identifies financial support needed during the unit planning process. Those unit plans are then submitted to the appropriate budget manager. That budget manager then adjusts all unit plan budgets under his/her direct supervision before submitting a revised budget to the director of accounting. Unit plan supervisors can requisition funds from the president’s cabinet for special projects coming from unit plans.
2.2a(4)	The Integrated Unit Planning WEAVEonline process allows the Level 2 units to modify action plans throughout the cycle if circumstances require a shift in plans.
2.2a(6) 2.2b	The organization identifies key performance measures for the College Wide Objectives and Board Ends on a Dashboard. All performance measures were chosen to show performance against the previous year's results, a performance target, or they are benchmarked against an appropriate competitor. Targets that are benchmarked against previous performance are set at one standard deviation above previous performance. This dashboard aligns measures to the strategic priorities of the organization: Connecting with the Learner, Connecting with the Community and Connecting Internally.

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## 2.2 Opportunities for Improvement (OFI)

Area to Address	Comment
2.2a, 2.2b	<b>The organization does not have a systematic, fact-based approach to evaluating and improving the process to turn strategic objectives into action plans and the process for determining performance projections. As a result, the organization cannot be sure that the Level 2 unit planning process uses the strategic direction set in the strategic planning process to drive their planning and therefore, the organization may not see the desired improvement results. In addition, without ensuring appropriate projections the organization may be setting improvement targets that fall short of their competitor's improvement targets and may cause the organization to continue to lag behind competitors.</b>
2.2a(2)	The approach for converting the strategic objectives into action plans (the Integrated WEAVEonline process) is not well deployed. As a result, the strategic plan may not be driving the work done throughout the entire organization on a daily basis thus causing the organization to fail to achieve its college wide objectives, which could lead to poor performance.
2.2a(1)	The organization does not develop long-term action plans to support strategic objectives. Without long-term planning, the organization may not be adequately forecasting and planning and therefore, resources may not be available for the organization to accomplish long-term strategic objectives.

**SCORE RANGE:  
50-60%**

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### 3 CUSTOMER FOCUS

The *Customer Focus* Category examines **how** your organization engages its **students** and **stakeholders** for long-term marketplace success. This **engagement** strategy includes **how** your organization builds a **student-** and **stakeholder-**focused culture. Also examined is **how** your organization listens to the **voice of its customers** (your **students** and **stakeholders**) and uses this information to improve and identify opportunities for **innovation**.

**3.1 Customer Engagement – Describe how your organization determines educational programs, offerings, and services to support their use by student and stakeholders. Describe also how your organization builds a student-and stakeholder-focused culture.**

3.1 Strengths	
Area to Address	Comment
3.1a(1)	The applicant uses the New Program Development Process for on-time delivery of educational programs, offerings, and services to meet the needs and requirements of its students, stakeholders, and market segments. The design processes are reliant on a review and analysis of external labor markets and occupational data, enrollment trends, satisfaction surveys, current evaluations of an academic or non-instructional program, advisory committee recommendations, Student Government Association (SGA) feedback, gap analysis, and other listening and learning strategies. The applicant obtains information from external advisory committees, all college luncheons, and memberships in community organizations such as the Chamber of Commerce and Rotary to gain an understanding of the impact of new programs on stakeholders and taxpayers. Area high schools represent a major market share for the organization, which has broadened offerings in dual credit and dual enrollment with Western Illinois University. Improvements in the recruiting process and access to more classes for K-12 students have been driven by process improvement. This process is systematically deployed through the work units and is an ongoing process responding to new job markets, changes in technology, and shifts in learner populations. The process is driven by the Strategic Planning Process and Student Learning System.
3.1a(2)	The applicant uses the College Website and myBlackHawk portal as the main communication mechanism of student and stakeholder support. Additional communication mechanisms such as, kiosks, message boards, WebCT, and the Chieftain (campus newspaper) are used to meet the needs of specific learners and stakeholders as they move through the student life cycle. Communication methods vary for different students and stakeholders, or market segments by: Website - learners (all levels), donors, community; Faculty/Staff/Student portal - all learners, Faculty and Staff; Fall Festival (1X/yr) - 1st semester & continuing learners; Spring Fling Picnic (1X/yr) - 1st semester & continuing learners; Kiosks and message boards (daily) - on campus learners & campus guests; a monthly newsletter – learners; Message boards at health & social service agencies, groceries, laundries, libraries - prospective non-traditional learners; webCT - online learners; recruiters - prospective learners; welcome letters/packets – applicants; invitations – applicants; Facebook - traditional age learners, donors; Orientation - applicant learners; Honors Orgs/Societies - continuing learners; Graduation Fair (1X/yr) - continuing learners; Congratulatory Letters (1X/yr) - continuing learners/potential donors; and Fall Back to School Letter (1X/yr) - donors and potential donors. Newly accepted students receive a ‘welcome letter’ providing a user name and password that allow access to myBlackHawk. All student services such as advising, career services, counseling, financial aid, TRIO, disabilities

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services, testing, tutoring, and work study have links in this portal. The portal also provides employees with access to needed forms, data and information, communications from the President and from various committees and departments, and a link to enter the student information database, Banner. These communication methods support the mission by providing an environment and the resources necessary for individuals to become lifelong learners and the vision of total accessibility. They also support the core competency of for providing a welcoming environment.

- 3.1a(3) The applicant keeps approaches for identifying educational programs, offerings, and services current with the needs and directions of the organization for learners and stakeholders through virtual and real suggestion boxes, which are reviewed by an employee/student committee; surveys of learners, faculty, and staff by using Zoomerang (a web-based survey used as an ad hoc process for convenience sampling of information); and through the Program Review Process. The Program Review Process is used for every program every 5 years or sooner if warranted, while process owners annually review programs and support services. The curriculum review is conducted annually at the program level. The applicant also uses the Program Review Process to determine if existing academic programs and services are still meeting the needs of the market and student segments. The process is integrated with the academic department's Integrated Unit Plan and WEAVEonline procedure. Data concerning programs, services, and offerings are also reviewed by process owners during the annual budgeting process and during unit planning to assess potential need for changes against the organization's needs and requirements.
- 3.1b(1) The applicant analyzes data from the Noel Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE) to advise strategies needed to create an organizational culture that supports a positive student experience. This data and subsequent analysis is disaggregated by ethnicity, age, gender, and other key groups as appropriate to assure that all needs and requirements are considered. Focus groups are used to dig deeper into the items and drive the development of offerings and services necessary to support the core competency of creating a welcoming environment. The student learning system key work processes were realigned to support services, conduct training, and develop and deploy a Student Service's Credo. The Ritz Carlton service excellence model is used to benchmark standards of behavior for engaging employees to serve its guests. The Credo is deployed through staff meetings (twice annually); Student Service Director's meetings (monthly); Integrated Unit Plans (annually); and through vice president email messages at critical times during the year. The New Advisor Training outlines the competency requirements, which include the mission, vision, values, and credo. The monthly Advisor Symposia also discuss the mission, core values, student services credo, new policies, and upcoming alerts. The Teaching and Learning Center provides training for the faculty. The Advising Center also conducts faculty in-service for advisers to ensure they are current with the needs of learners pursuing new academic program credentials or general education issues. The organizational culture is supported by the mission, vision, and considered during the annual unit planning process.
- 3.1b(2) The college builds and manages relationships with students through a six stage model that provides activities and specific communication methods throughout the various stages in the learners' relationship with the institution. These include the: Awareness Phase – community outreach activities; Inquiry Phase – recruitment services for high school students; Application Phase – two-way communication regarding the application process and financial aid; and the 1st Semester Experience Phase. The process is deployed to faculty through teaching experiences, adviser roles, and the recruitment office. The relationship between a student and a faculty

member in the classroom is the most important relationship. The instructor uses the learning-centered syllabus as the first step in engaging the student in the learning process. This serves as a roadmap to successful learning for the student and serves the instructor as a master plan for meeting the student learning outcomes. The Teaching and Learning Center facilitates training initiatives for faculty to reinforce a welcoming and positive learning environment by focusing on topics such as active and engaged learning and learning-centered teaching. The implementation of the learner life cycle has led to a number of improvements in the recruitment process. These improvements include increased recruitment activities, increased individualized tours, building relationships with high school parents and with high school counselors, building stronger working relationships with four year institutions, and increasing additional COMPASS testing in high schools.

- 3.1b(3) To keep its approaches for creating a student- and stakeholder-focused culture and building student and stakeholder relationships current, the applicant uses the Integrated Unit Planning WEAVEonline process to document engagement activities. The applicant also utilizes the non-instructional program review process designed after a Baldrige like self-assessment to evaluate the programs annually. The Vice President for Student Services also evaluates student service related processes by reviewing findings in the process unit plans and deploys this information to all student service units. The Dashboard provides measures for student success.

### 3.1 Opportunities for Improvement (OFI)

Area to Address	Comment
3.1a(2)	Although the applicant identifies the key mechanisms it uses to support the educational services and programs offered, the approaches used to determine these mechanisms have not been systematically improved. Without a fact-based analysis of these different mechanisms, the applicant may not be maximizing the effectiveness of the programs and services that support its core competencies of teaching and learning, creating a welcoming environment, and being a comprehensive community college. This may allow competitors an opportunity to erode the applicant's market base and lead students and stakeholders away from the applicant.
3.1b(1)	<b>Although the applicant has a systematic approach to creating an organizational culture that ensures a consistently positive student experience that includes service training for staff, it does not have an approach that has been deployed to create an organizational culture that ensures a consistently positive stakeholder experience for stakeholders identified in the organizational profile including the BOT, K-12 schools and universities, potential employers, and segments of the workforce other than instructional and support staff. Without deployment across identified stakeholders including the entire workforce, the applicant may not be able to sustain the behavioral changes required to maintain and improve the organizational culture at a desired level. This may also lead to an erosion of trust precipitated by inconsistent treatment and interactions among the workforce, students, and other stakeholders.</b>

**SCORE RANGE:  
55-65%**

**3.2 Voice of the Customer – Describe how your organization listens to your students and stakeholders and acquires satisfaction and dissatisfaction information. Describe also how student and stakeholder information is used to improve your marketplace success.**

3.2 Strengths	
Area to Address	Comment
3.2a(1)	The applicant listens to students to obtain actionable information and obtain feedback on educational programs, offerings, and services using the Noel Levitz SSI (Student Satisfaction Inventory), CCSSE (Community College Survey of Student Engagement), and SENSE (Survey of Entering New Student Engagement) surveys as well as point of service surveys and virtual and physical suggestion boxes for enrolled students. Nontraditional learner satisfaction is gathered through periodic focus groups and some paper surveys. Advisory Committees for occupational programs meet with faculty to review industry trends and expectations for graduates. The data from the surveys including student satisfaction and engagement data back to 2002 and 2003 respectively and are distributed to appropriate Student Learning System process owners, the Board, and the President’s Cabinet for review. Data from the SSI and CCSSE are integrated into the College dashboard measures, advise the strategic planning process, and are consistent with the mission, vision, and values.
3.2a(2)	The applicant listens to former students through a Follow-up Study of graduates from the previous year, and to stakeholders, potential students and stakeholders, and students and stakeholders of competitors through a community perception survey. The results of the Follow-up Study are aggregated and shared with Level 2 units and are posted in the portal for all employees to access. The Follow-up results are integrated into unit plans and are documented in WEAVEonline, integrated with student learning system, and the strategic planning process.
3.2a(3)	The applicant has a systematic process to handle formal complaints between students and faculty outlined in the student handbook. When a student has a complaint involving academic matters other than grades, the student is directed to first attempt to resolve the complaint with the faculty member. This process is managed in an ad hoc manner with most complaints being resolved at this level. If a resolution is not reached, a written appeal is forwarded to the Department Chair who must reply within 30 days of the incident. If the issue remains unresolved, the learner has the option to submit a written appeal to the appropriate Associate Dean/Dean who must respond within 60 days of the incident and in the rare occasion that it remains unresolved; a written complaint may be submitted to an appeals committee that must respond within 90 days of the alleged incident.
3.2b(1)	The applicant determines student and stakeholder satisfaction and engagement through a variety of means which include: 1) community, potential learners, competitor learners through an annual Community Perception Survey (only one administration to date), 2) all learners through focus groups as needed, 3) all learners, community residents, potential learners through continuous online feedback, 4) 1st semester learners through annual Survey of Entering New Student Engagement, 5) 1st semester and continuing learners through alternating years (Student Satisfaction Survey and Community College Survey of Student Engagement), 6) Orientation Evaluations of applicants and 1st semester learners, 7) All learners, potential employers, potential transfer institutions through annual Program Reviews, 8) All enrolled credit learners through daily, weekly, monthly, term enrollment trend data, 9) All learners through daily learner evaluations and suggestion boxes, and 10) Alumni through first year post graduation Graduate Follow-up Survey. The deployment of 'listening' mechanisms includes internal and external procedures to capture information from students and the community. Faculty is involved with

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the advisory teams, and senior staff and the president are engaged in the community phase of the process. Components of the process are integrated with the strategic planning process, incorporated into the Dashboard, and are consistent with the mission, vision, and values of the organization.

- 3.2b(3) The organization uses a variety of surveys to determine student and stakeholder dissatisfaction, which include the Noel-Levitz SSI, Nontraditional Learner Satisfaction Survey, and the Community Perception Survey. Dissatisfaction of Employers of recent graduates is obtained through their involvement on Advisory Teams. Using a gap analysis of data, dissatisfaction scores are compared against the importance rating of the item. The challenges/gaps are then defined as the items that learners identified as highly important and are not being met by the applicant.
- 3.2c(1) Learning segments and their associated requirements are determined by the cabinet and finalized as part of the strategic planning process. The review and refinement of the Board Ends may also drive a change in either market or learner segmentation. During the first level of the strategic planning process (Analysis of Internal/External Environment) the applicant learns about emerging education needs, industry needs, and current learners' preferences and satisfaction. If the analysis determines that significant differences exist among the learners, new segmentation may be warranted. Information is deployed to senior leaders and the Board as appropriate. As the data is analyzed, pertinent information is also communicated to academic deans, marketing, recruiting, and student service personnel. Marketing strategies were changed to target male students after it was discovered female student register earlier than male students. Academic areas may also receive additional marketing services based on lagging enrollments.
- 3.2c(3) The applicant uses data collected through listening methods as input to the strategic planning process to improve marketing. The information is deployed to the marketing department and the strategic planning process participants. Marketing methods may include mass, niche, or targeted marketing. The marketing strategy for summer courses was improved based on various listening tool data and two summer terms were created with standard start times. The process is integrated into the strategic planning process.

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### 3.2 Opportunities for Improvement (OFI)

Area to Address	Comment
3.2b(1)	<b>Although the applicant systematically gathers data on student satisfaction and dissatisfaction and disaggregates this information to understand the differences among student groups, the applicant has not used a fact-based systematic process to acquire information from other identified stakeholders regarding satisfaction and dissatisfaction. Failure to improve this process may cause the applicant to make assumptions leading to the development of programs, offerings, and services that do not meet the needs of the stakeholders.</b>
3.2b(2)	
3.2b(2)	The applicant does not have a fact-based systematic process to gather data on student satisfaction relative to the competitors identified in the Organizational Profile. If the applicant isn't able to determine the satisfaction with their competitors' students and stakeholders they may not be able to develop programs, services, and offerings to attract new students and may experience an erosion of their market share leading to loss of revenues and their competitive success.

**SCORE RANGE:  
50-60%**

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## 4 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The *Measurement, Analysis, and Knowledge Management* Category examines **how** your organization selects, gathers, analyzes, manages, and improves its data, information, and **knowledge assets** and **how** it manages its information technology. The Category also examines **how** your organization reviews and uses reviews to improve its **performance**.

**4.1 Measurement, Analysis and Improvement of Organizational Performance – Describe how your organization measures, analyzes, reviews, and improves student and operational performance through the use of data and information at all levels and in all parts of your organization.**

4.1 Strengths	
Area to Address	Comment
4.1a(1)	The applicant uses a dashboard approach to report performance measures. The dashboard includes a series of interconnected measurements aligning Board Ends and College Wide Objectives. The Dashboard has three priorities (learners, community and internal) aligned with 27 key performance indicators. The dashboard uses a color-coding system to easily identify performance. The dashboard measures are utilized in the Strategic Planning Process. Board Ends measures are reviewed individually by month and as a whole biannually as a standing Board agenda item.
4.1a(2)	The applicant selects comparative data and information from “similar or like institutions.” The applicant utilizes data available from the ICCB (Illinois Community College Board) in three manners: comparison to performance against the state average, comparison to the ICCB-determined peer group, and comparison to a geographic peer group. The applicant also purchases and administers surveys from vendors that provide national comparison data. Furthermore, the applicant participates in the National Community College Benchmark Project and is able to obtain and share comparative data from institutions across the nation. Comparison data are a component of the organization’s dashboard.
4.1a(1)	The applicant analyzes and reviews enrollment/registration data (credit hour, headcount, demographics and credit hours by discipline) throughout the registration period and financial measures (fund balance and account surplus and deficit analysis) each month. Information is discussed weekly at the President’s Cabinet and is utilized in daily operations.
4.1c	The applicant utilizes WEAVEOnline to manage unit level data and analysis through which key areas of improvement are identified and associated with the College Wide Objectives.

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### 4.1 Opportunities for Improvement (OFI)

Area to Address	Comment
4.1c	<b>Although the applicant utilizes a systematic process to measure and analyze organizational data through the Integrated Unit Planning WEAVEOnline process, the approach is not well deployed to all levels and in all parts of the organization as required by the criteria. Failure to engage all units may result in inconsistency performance in achieving the organizational strategic objectives.</b>
4.1a(1)	<b>The applicant does not have a fact-based, systematic approach to improve how the organization measures student and operation performance. Decisions by Level 2 units and/or by senior leaders based on irrelevant measures may have adverse effects.</b>

**SCORE RANGE:  
45-55%**

**4.2 Management of Information, Knowledge, and Information Technology,– Describe how your organization ensures the quality and availability of needed data, information, software, and hardware for your workforce, students and stakeholders, suppliers, partners, collaborators. Describe how your organization builds and manages its knowledge assets.**

<b>4.2 Strengths</b>	
<b>Area to Address</b>	<b>Comment</b>
4.2a(2)	The employee portion of the web portal, myBlackHawk, provides access to the Dashboard, FactBook, state required reports (Program Review, Performance Report, Underrepresented Groups Report), along with executive summaries of listening/learning surveys. Faculty and staff can request customized reports via an electronic data request system. WEAVEOnline allows faculty and staff with appropriate access to enter and use planning and management data as well as build a document repository. New employees are given a tour and instructions on how to find data and information relative to their positions. WebCT provides access for online students and their faculty allowing access to class information, assignments, chat rooms, and other academic information.
4.2a(3)	There are opportunities for faculty to share expertise and best practices: through the Teaching/Learning Center; a new faculty mentoring program; a Faculty Resource Bank where faculty agree to serve as peer consultants; and a semi-annual symposium for faculty and staff to share relevant skills and insights. Supervisors and academic department heads are invited to participate in “Quarterly Updates for BHC” where they have an opportunity to share best practices.
4.2b(1)	The IT department addresses system reliability through a 5-10 year refresh cycle on hardware; minimum standards in place for software; and uninterruptible power supplies. Security is addressed through being both SOX and PCI compliant including but not limited to 24/7 monitoring of network with emergency electronic notification to ITS staff; the use of virus protection standards for all networked computers; SPAM filtering for all incoming e-mail; and redundancy for some systems in terms of power, connectivity, and access. A Help Desk provides support for employees needing assistance with hardware or software issues. The Teaching/Learning Center provides support for faculty in the use of technology in the classroom and in support of online instruction.
4.2a(1)	Planning and Institutional Effectiveness has a systematic process designed to ensure the accuracy of data used in the state reporting process which includes a review of findings, evaluation of the process and development of process improvements when necessary.

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## 4.2 Opportunities for Improvement (OFI)

Area to Address	Comment
4.2a(2)	<b>There is not a process to provide needed data and information to stakeholders, suppliers, partners and collaborators. Failing to convey information to those who need it when they need it, whether they are a stakeholder, supplier, partner or collaborator, may hinder the delivery of products and services.</b>
4.2a(3)	<b>Deployment and use of myBlackHawk and WEAVEOnline as knowledge management tools varies by units and individuals throughout the organization. The full benefit of these tools is highly dependent on complete deployment.</b>

**SCORE RANGE:  
45-55%**

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## 5 WORKFORCE FOCUS

The *Workforce Focus* Category examines **how** your organization engages, manages, and develops your **workforce** to utilize its full potential in **alignment** with your organization's overall **mission**, strategy, and **action plans**. The Category examines your ability to assess **workforce capability** and **capacity** needs and to build a **workforce** environment conducive to **high performance**.

**5.1 Work Engagement: Describe how your organization engages, compensates, and rewards your workforce to achieve high performance. Describe how members of your workforce, including leaders, are developed to achieve high performance. Describe how you assess workforce engagement and use the results to achieve higher performance.**

### 5.1 Strengths

#### Area to Address

#### Comment

5.1a(1),  
5.1c(1)  
5.1c(2) The applicant uses the Personal Assessment of the College Environment (PACE) survey, among other listening and learning approaches, to determine the key factors that affect workforce engagement. PACE, administered biennially, is a standardized and nationally normed method of measuring employee satisfaction relative to institutional structure, supervisory relationships, teamwork, and student focus. Segmented results of the PACE survey are integrated into the Strategic Planning Process and analyzed by the President's Cabinet and Labor Management Council for evaluation. Knowledge attained from its 2008 survey led to the redesign of 10 customer survey questions to focus on engagement, which came from the Gallup Q12, a twelve-question survey that identifies strong feelings of employee engagement that are shown to correlate with superior job performance.

In addition, Zoomerang convenience surveys have been used to determine satisfaction with programs focused on engagement such as new employee orientation, blackberry user satisfaction, staff development opportunities, faculty professional development and communication technology methods.

5.1a(3) The applicant's annual Academic Rank and Promotion process (e.g., tenure, retention, academic rank, and promotion) is its approach to review the instructional performance of its faculty for the purpose of encouraging, recognizing and rewarding those faculty members who excel in fulfilling their responsibilities to their students, to their departments, to BHC as a whole, and to the larger community. The Performance Appraisal Review system, supported by Performance Pro (software tool to manage performance appraisal) for goal achievement, is an annual evaluation of non-faculty employees per position-specific competencies. The faculty and staff evaluations are part of the organization's level 2 Workforce Performance Management process of the Student Learning System. Various employee events (e.g., annual Staff Development Day, annual Assembly Day, etc.) are hosted to show appreciation, recognition, and award staff and faculty.

5.1b(1) The Manager of Training and the Teaching/Learning Center (for faculty) collaborate to provide developmental opportunities for workforce and leaders such as the Orientation to BHC for new employees, the multi-module Supervisor Development Series for supervisors/+, and the Director's Leadership Circle for high-level leaders. Comprehensive schedules of training events are created and made available via myBlackHawk and printed materials.

The applicant's annual performance appraisal review process for non-faculty employees, which is enabled by Performance Pro, is used to develop its staff per job description, competency

requirements, and previously set personal development and departmental/unit performance goals. The resulting recalibrated goals and associated development training plans are reconciled with the College Wide Objectives via the Integrated Unit Planning process supported by WEAVEonline to ensure alignment with strategy and Mission, Vision, Values and with the Strategic Planning Process.

Faculty learning and development includes new faculty mentoring, Faculty Resource Bank (faculty volunteers agree to serve as an informal consultant to their peers on a piece of software or process) and semi-annual symposiums that enlist faculty and staff who have relevant expertise to share skills.

- 5.1b(2) Faculty members prepare individual professional development plans that articulate their professional strengths and areas of growth. The Teaching/Learning Center conducts surveys of faculty development needs guided by the Faculty Development Committee, which provides input to the Manager of Training regarding faculty training and development needs and incorporates the development needs and desires of staff members into the planning and implementation of the annual Staff Development Day by the Staff Development Committee. Additionally, pre- and post-tests for faculty and staff training events as well as satisfaction surveys are used to evaluate professional development events.

### 5.1 Opportunities for Improvement (OFI)

Area to Address	Comment
5.1a(2)	Although various organizational designs, methods and opportunities for two-way open communications are made available to its workforce (e.g., my Blackhawk, various meetings, committees, learning communities), a systematic process to leverage and utilize such mechanisms (across different groups and segments) to foster its culture is not in place to achieve high-performance. As a result, the applicant's workforce may become misinformed and disengaged, which may detract from the applicant's ability to meet key requirements and expectations of its stakeholder groups.
5.1b(1)	<b>Although used for learning and development of its staff, not all department/unit leaders follow the formal performance appraisal review process with Performance Pro for their own learning and development. This may lead to leadership gaps in coaching and mentoring required for developing their staff and effectively accomplishing unit plans and College Wide Objectives.</b>
5.1a(1)	<b>Despite usage of the PACE survey with the recently added customized questions designed to assess workforce engagement, the applicant does not have a systematic approach to determine key factors that affect workforce engagement nor are these key factors identified. Without determining the key factors that affect workforce engagement, the applicant may be ineffective in engaging/managing/developing its workforce to accomplish the work of the organization.</b>

**SCORE RANGE:  
20-30%**

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**5.2 Workforce Environment – Describe how your organization manages workforce capability and capacity to accomplish the work of the organization. Describe how your organization maintains a safe, secure, and supportive work climate.**

### **5.2 Strengths**

<b>Area to Address</b>	<b>Comment</b>
5.2a(1), 5.2a(4)	Management of skills and competencies occurs during the annual performance appraisal review for an individual employee and during the hiring/exit processes when a departmental position needs to be filled or becomes vacant.
5.2a(2)	Various methods are used for recruitment of all positions including job fairs, targeted advertisements, and sending vacancy notices to key community organizations in accordance with Administrative Guidelines outlining the formal procedure for recruitment, screening, and hiring of employees. A three-month orientation (providing information and skills that help the new employee feel comfortable and become productive quickly) enable proper placement and retention post-hire. Hiring committees undergo legal and diversity training, which is evaluated by participants and improved upon (i.e., lengthening of training to expand upon cultural differences).
5.2a(3)	The applicant defines its organizational structure around its Student Learning System (SLS). SLS includes all groups and segments, and is organized around seven major level 1 units for which the President’s Cabinet provides guidance: leadership, Planning and Institutional Effectiveness, student support services, college support services, HR, finance, facilities, and teaching & learning. Each area then has level 2 processes that are interlinked by unit level goals.
5.2b(1)	Across faculty and staff alike; health, safety, and security are managed through committee structures that include Employee Wellness, Safety, and the Crisis Intervention Team. The committees develop and deploy appropriate training programs, maintain compliance with federal and state legal requirements. Measures include monitoring health, safety, and security, OSHA recordable injuries, worker’s compensation costs, and campus police crime report statistics.
5.2b(2)	The applicant provides a comprehensive benefits package for full-time employees that include health insurance (including dental and eye care), sick leave, personal days, vacation leave, tuition reimbursement, tuition waiver, Section 125 plan, and 403(b) plans. The applicant has developed an insurance oversight committee with representatives from each workgroup/union to ensure the benefit plan addresses the needs of the diverse workforce. Additionally, services offered to faculty and staff are detailed in union contract and employee handbooks.

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## 5.2 Opportunities for Improvement (OFI)

Area to Address	Comment
5.2a(1), 5.2a(4)	<b>Although management of skills and competencies occurs during the annual performance appraisal review for an individual employee and during the hiring/exit processes when a departmental position needs to be filled or becomes vacant; skills, competencies, and staffing levels are not systematically assessed at the cross-unit level during the strategic planning process to reflect workforce capabilities and capacity needs across the organization, although capacity is assessed during annual budgeting to project financial support requirements. The management of workforce capability and capacity is reactive and may reduce the applicant's effectiveness to recruit/manage/maintain appropriate levels of human capital and to appropriately train the workforce to address the strategic challenges.</b>
5.2a(1), 5.2a(3), 5.2a(4), 5.2b(1), 5.2b(2)	<b>There is no systematic approach to evaluation and/or cycles of improvement for how the applicant builds an effective and supportive workforce environment. Failure in effective management across these dimensions may lead to the erosion of the core competency of "Teaching and Learning" and may impede the applicant's ability to respond appropriately to changes in workforce. As a result, the workforce may be unable to accomplish the work of the college and/or address its strategic challenges.</b>

**SCORE RANGE:  
45-55%**

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## 6 PROCESS MANAGEMENT

The *Process Management* Category examines **how** your organization designs its **work systems** and **how** it designs, manages, and improves its **key processes** for implementing those **work systems** to deliver **student** and **stakeholder value**, and achieve organizational success and sustainability. Also examined is your readiness for emergencies.

**6.1 Work System – Describe how your organization designs its work systems and determines its key processes to deliver student and stakeholder value, maximize student learning and success, prepare for potential emergencies, and achieve organizational success sustainability.**

6.1 Strengths	
Area to Address	Comment
6.1a(1)	Based on direction from the President and the President’s Cabinet, the applicant has defined and designed its “work system” which is labeled the “Student Learning System” (SLS) in the application. When processes are identified for outsourcing by the President’s Cabinet, approval is needed from the Board of Trustees. Recent outsourcing has involved: transcript fulfillment service, cafeteria and bill payment reminders. Outsourcing of these three functions/processes was based on prioritization related to the needs of the college.
6.1b(1)	Within the “Student Learning System”, there are multiple processes (either from level 1 or level 2 “Student Learning System” processes) that functionally link directly to the core competencies as identified in the Strategic Matrix. The core competencies are “Teaching and Learning, Creating a Welcoming Environment, Being a Comprehensive Community College.” While specific individual processes called out on the “Student Learning System” diagram are not defined as “key work processes,” the applicant indicates that “key work processes all have the core objective of providing a welcome and supportive community.” Those processes that directly impact “Teaching and Learning” are the practical “key processes” and are expected to deliver both student and stakeholder value.
6.1c	<p>The applicant has an Emergency Response Plan and an Emergency Procedure Guide for administrators to use when emergencies occur. The president or his designee may declare a state of emergency to implement the Emergency Response Plan. Minor and major emergency declarations determine the level of response required. The applicant maintains compliance with the National Incident Management System requirements and has coordinated emergency response plans with all area emergency services. A Crisis Response Team of counselors is trained to deal with related psychological and behavioral crises. Periodic drills are conducted for emergencies related to fire and other causes to evacuate a building.</p> <p>The Emergency Response Plan is deployed to the workforce, students, stakeholders, and partners. Periodic drills are conducted for emergencies related to fire and other causes for evacuation of the buildings, and the results of these practice drills are reviewed and modifications and necessary changes to procedures made as a result.</p>

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## 6.1 Opportunities for Improvement (OFI)

Area to Address	Comment
6.1b(1)	<b>A fact based systematic and effective process for the determination of the key work processes is not evident. The applicant defines all components of the Work System as “Key Processes” and assumes recognition of the link between unspecified key processes and associated core competencies. This failure to identify the key work processes leaves the organization vulnerable to ad hoc decision making without prioritization.</b>
6.1b(1)	<b>There is no systematic fact based evaluation of the process for work system design and identification of key work processes. Failure to evaluate may result in the organization’s inability to adequately respond to competitive challenges and the needs of the institution.</b>

**SCORE RANGE:  
45-55%**

**6.2 Work Processes – Describe how your organization designs, implements, manages, and improves its key work processes to deliver student and stakeholder value and achieve organizational success and sustainability.**

6.2 Strengths	
Area to Address	Comment
6.2(a)	Work processes that are academic in nature are designed through the New Program Development and Program Review as directed by the President and the President’s Cabinet. New Program Development Process is utilized when a new course or curriculum is identified. Lead faculty design the course/curriculum, including desired learning outcomes, delivery modes, objectives, learning materials and evaluation. The rigorous design model includes standards, required research, and review by College curriculum and industry advisory committees.
6.2(a)	BHC requires each instructional program to conduct a five year Program Review Self Assessment. Program Review has a common profile of measures for each academic program. The process is used by administration and academic departments to accomplish the required self-study and to assess the achievement of program-level learning outcomes. Program success in meeting the needs of learners and the community is determined by the Instructional Services Council.
6.2b(1)	Work processes are managed through the “Student Learning System” structure with two primary approaches to managing the various work processes; the Integrated Unit Planning-WEAVEonline and Assessment of Student Learning. Each key process is required to design a management and assessment plan using the WEAVEonline structure. Every process improvement objective that a unit develops relates to a college wide priority and objective and meets the key requirements outlined by the Strategic Planning Process.
6.2b(2)	Efforts to control process variability include the use of generic course syllabi, new employee orientation training and comprehensive training on policies and procedures for new supervisors.

6.2 Opportunities for Improvement (OFI)	
Area to Address	Comment
6.2a	<b>Design processes are not clearly defined and key requirements are not identified for non-academic processes. Without the identification of the process to design a process, it will be difficult for the applicant to consistently evaluate results against its stated objectives.</b>
6.2b(1)	<b>There is no evidence of overall systematic, fact-based evaluation and learning being generated from the WEAVEonline tool due to insufficient time and data for more than one cycle of evaluation of the work system. The absence of systematic, fact-based cycles of improvement may impede the applicant's success in sustaining its position in the community.</b>

**SCORE RANGE:  
20-30%**

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## 7 RESULTS

The **Results** Category examines your organization's **performance** and improvement in all **key** areas – student **learning** outcomes, **customer**-focused outcomes, budgetary, financial and market outcomes; **workforce**-focused outcomes; **process effectiveness** outcome; and leadership outcomes. **Performance levels** are examined relative to those of competitors and other organizations with similar **health care service** offerings.

**7.1 Student Learning Outcomes - Summarize your organization's key student learning results. Segment your results by student and market segments, as appropriate. Include appropriate comparative data relative to competitors and to comparable organizations and student populations.**

7.1 Strengths	
Area to Address	Comment
7.1a	Thirteen measures of key learning results were presented that include: Active Collaborative Learning, Academic Challenge, Graduate Employment, Number of Degrees/Certificates Awarded, Number of Degrees/Certificates Awarded by Some student segments, Transfer to WIU, Fall-to-Spring Retention, Fall-to-Fall Retention, Course Retention and Success, Developmental Enrollee Success, Remedial Advancement to College-level Work, GED and High School Attainment GED Transition, ABE Test Score Gains, and those employed, transferred within 1 yr of graduation.(Le) Trend and comparison data are presented for all measures. A few of the measures are included on the dashboard and are used in the strategic planning process.
7.1a	The applicant has identified developmental/remedial students and adult learners as important student segments. Developmental enrollee success and advancement to college level work (Figures 7.1a-8 and 7.1a-9), and GED attainment and transition into college (Figures 7.1a-10 and 7.1a-11) have shown consistent levels of performance. Developmental enrollee course results are above the 85 <sup>th</sup> percent, 60% of the students advance to college level work, and the number of GED obtainers going on to college-level work is at 45. GED attainment is projected to continue to increase for the next three years. The performance has consistently exceeded the comparative data. These measures are included in the Dashboard and used in the strategic planning process.
7.1a	The applicant tracks the number of completers into full- and part-time employment within program-related jobs through the ICCB Career and Technical Program Graduate Follow-up Study (Figure 7.1a-3). The current level of 71.4% is similar to the previous year of 73.3% (Dashboard) and both scores represent a marked improvement from 2006 at 46.2%. The applicant scores match both ICCB peer group and state average scores for the past two years. The completers' employment measures are included in the Dashboard and considered in the strategic planning process.
7.1a	The applicant reports that the grade point average (GPA) (Figure 7.1a-7) for applicant's students entering WIU has outperformed the GPA of students from other community colleges and other students entering WIU by 6.9% to 12.7% higher than the mean GPA.
7.1a	The ABE Test Score Gains (Figure 7.1a-12) indicate that the applicant is improving from 2001 to 2005 and maintaining the level with a slight decrease in 2006 and 2007 and it is superior to

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the gains of the ICCB Peer Group Average and the State Average.

- 7.1a The applicant has performed above the state average in the percentage of graduates who entered employment or transferred to a senior institution (Figure 7.1a-13) and surpassed their goal of 93% in 2007 for the Fall cohort of first-time, full-time degree seeking students who graduated, transferred, or who were still enrolled at 150% of program length.

### 7.1 Opportunities for Improvement (OFI)

Area to Address	Comment
7.1a	Although active and collaborative learning and academic challenges (Figures 7.1a-1 and 7.1a-2) have been measured annually with scores at or above 48 for both the scores have remained relatively flat and the gap between the applicant's scores and the National Community College Benchmark Project at the 90 <sup>th</sup> percentile showed only slight improvement in 2007 for one measure. The applicant reports results for all students and not segmented by full-time/part-time, transfer/career/course enrollee, developmental/ age, ethnicity, male/female, high school dually enrolled or adult as indicated in Organizational Profile.
7.1a	Although the applicant reports the number of degree/certificates awarded and segmented by students (Figures 7.1a-4 and 7.1a-5), it doesn't include segmentation by full-time/part-time or transfer/career students, as indicated in Organizational Profile. With minor fluctuations, data for several years has remained flat. The ICCB Peer Group Average and the State Average comparisons exceed the performance of the applicant.
7.1a	Although the ABE Test Score Gains (Figure 7.1a-12) experienced a positive trend from 2001 through 2005 the results from 2005 to 2007 have declined noticeably while the peer groups and state average have improved, closing the gap with the applicant.
7.1a	While the applicant has performed above the state average in the percentage of graduates who entered employment or transferred to a senior institution (Figure 7.1a-13) the performance gap with the comparison group has markedly closed over the past three years. (According to the applicant increasing the gap is desirable.)
7.1a	While the applicant uses course retention and success rates (Figure 7.1a-6) as a barometer for overall attention and the Director of the Teaching/Learning Center uses the data in order to track the effectiveness of online learning, the applicant does not segment the data according to these criteria. The applicant also indicated that it segments students in six categories of full-and part-time, transfer/career course enrollee, developmental/age, ethnicity, male/female, and high school dually enrolled or adult as key in the Organizational Profile for which no data was reported. The retention rate and the enrollee success rate both declined from 2007 to 2009 to a level below their performance in 2006 and the gap with the national benchmarks has widened for both retention rate and completer success rate.

**SCORE RANGE:**  
**20-30%**

**7.2 Customer-Focused Outcomes: Summarize your organization’s key student-and stakeholder-focused results for student and stakeholder satisfaction, dissatisfaction, and engagement. Segment your results by educational program, offering, and service features, and by student, stakeholder, and market segments, as appropriate. Include appropriate comparative data.**

7.2 Strengths	
Area to Address	Comment
7.2a(1)	<p>The applicant presented two measures in three tables (Figure 7.2a-1) graduate overall satisfaction, (Figure 7.2a-2) current student overall satisfaction, and (Figure 7.1a-3) current student satisfaction by segments) for student satisfaction. Most of the information for rating overall satisfaction was segmented by the student groups identified as key in the Organizational Profile. Overall graduate satisfaction is between 86% and 90% and current student satisfaction, reported on a 7 step Likert scale, is between 5 and 5.5. Overall graduate satisfaction is essentially flat except for a spike to 95% in 2006. Current student satisfaction is also flat with somewhat higher levels and positive trends shown for males, African Americans, and Hispanic students. Most of the scores match the Noel-Levitz Student Satisfaction Inventory group for current students and ICCB peers and state averages for graduates. The overall satisfaction measure is included on the Dashboard with two years of projected performance.</p>
7.2a(2)	<p>The applicant presented seven measures of student engagement (Figures 7.2a-4 to 7.2a-10). These include: Student faculty interaction, graduates recommend program, would enroll again, would enroll again by segment, achieved educational objective, support for learners, and SENSE personal connection. Two of the measures on 7 point Likert Scales (7.2a-6 &amp; 7.2a-7 [Would enroll again and by segmentation]) show levels at about 5.5. The percent of graduates who would recommend the organization is between 91% and 95%. The percent that achieved educational objectives is above 92%. The CCSSE measures for student faculty interaction and support for learners scored 50 and 48 respectively. Many of the measures provided trend data. A few of the measures provide comparison (NCCBP, National Group) Engaging students is on par to the applicant’s core competencies and “Would you enroll here again,” is included on the Dashboard.</p>

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## 7.2 Opportunities for Improvement (OFI)

Area to Address	Comment
7.2a	The applicant did not segment any of its results by educational programs, offerings, and services (Transfer courses and programs/associate degrees, occupational associate degrees, one and two year certificates, and workforce development/corporate training) for any of the measures presented.
7.2a(1)	The applicant did not provide levels and trends in key measures or indicators of student dissatisfaction or engagement, and stakeholder satisfaction and dissatisfaction for the key student segments (transfer/career/course enrollee, developmental/ age, ethnicity, male/female, and high school dually enrolled or adult and key stakeholder segments (Board of Trustees, the ICCB and the Illinois Board of Higher Education, K-12, universities, district #503 taxpayers, employers, and the workforce) as identified in the Organization Profile.
7.2a(1)	The applicant did not provide comparisons of satisfaction, dissatisfaction, and engagement results for students (full-time/part-time, transfer/career/course enrollee, developmental/ age, ethnicity, male/female, high school dually enrolled or adult) and stakeholders (Board of Trustees, the ICCB and the Illinois Board of Higher Education, K-12, universities, district #503 taxpayers, employers, and the workforce) in relationship with the competitors (local 4 year private colleges, local vocational schools; local business and industry providing training; and online learning) or other organizations providing similar programs, offerings, and services.
7.2a(2)	The applicant did not provide comparison data for current levels and trends in key measures or indicators of student and stakeholder relationship building and how these results compared over time segmented by programs and services.

**SCORE RANGE:**  
**15-25%**

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**7.3 Budgetary, Financial, and Market Outcomes - Summarize your organization’s key budgetary, financial and marketplace performance results by student segments, stakeholder groups, or market segments, as appropriate. Include appropriate comparative data.**

**7.3 Strengths**

<b>Area to Address</b>	<b>Comment</b>
7.3a(1)	The applicant provided data for a few of the expected results, signs of early good performance is noted for the Dashboard Measure "Balanced Budget" for the last two years.
7.3a(2)	Applicant provided data for some of the key measures for market performance; a positive trend is noted for Dual Enrollment.

**7.3 Opportunities for Improvement (OFI)**

<b>Area to Address</b>	<b>Comment</b>
7.3a(1)	<b>Most results provided indicate unfavorable levels and trends for the key measures: tuition and fees (Figure 7.3a. 1 Tuition and Fees), generated apportionment (Figure 7.3a- 2 Generated Apportionment), enrollment in non-credit courses (Figure 7.3a-3 Enrollment in Non-Credit Courses), and cost of instruction per credit hour (Figure 7.3a-4 Cost of Instruction Per Credit Hour, cost rising from \$195 in FY06 to \$227 in FY08).</b>
7.3a(2)	<b>Some of the measures presented show unfavorable or negative trends: High School Graduates Attending (Figure 7.3a-5 High School Graduates Attending), annual enrollment by minority student (Figure 7.3a-7 Enrollment by Minority Students), and enrollment of students per 1000 inhabitants (Figure 7.3a-6 Students per 1,000 Inhabitants).</b>

**SCORE RANGE:  
20-30%**

**7.4 Workforce-Focused Outcomes: Summarize your organization’s key workforce-focused results for workforce engagement and for your workforce environment. Segment your results to address the diversity of your workforce and to address your workforce groups and segments, as appropriate. Include appropriate comparative data.**

<b>7.4 Strengths</b>	
<b>Area to Address</b>	<b>Comment</b>
7.4a(1)	The primary tool for gauging faculty and staff satisfaction is the Personal Assessment of the College Environment (PACE) survey. PACE "College Climate" overall results (Figure 7.4a-3) of 3.57 mean score or mid-range Consultative system are comparable to PACE Norm (2006 & 2008). Additionally, there are early signs of good performance -- an increase in 4 out of 5 areas from 2006 to 2008 results and recent results were above PACE Norm 2008 in 3 of the 5 (Overall, Supervisory Relationships, Teamwork) categories. Per actual results of Dashboard performance measures (pg. 11), 2008 results in "Leadership Support" (3.69), "Teamwork Collaboration, Trust" (3.78), and "Environment of Open Communication and Timely Sharing of Information and Feedback" (2.85) indicated a slight improvement over 2006 results and performance above comparison -- early signs of good performance.

<b>7.4 Opportunities for Improvement (OFI)</b>	
<b>Area to Address</b>	<b>Comment</b>
7.4a(1)	PACE results of "Would You Recommend", "College Climate", "Climate by Employee Group", "Donors" (Figure 7.4a-2, 3, 4, 5) do not indicate a trend in performance. Also, 2008 PACE results "Climate by Employee Group" (Figure 7.4a-4) are lower in most (4 of 7) personnel classifications than 2006 results comparisons.
7.4a(1)	No measures of workforce engagement are provided.
7.4a(2)	2004-2009 Results of "Development Opportunities" and "Advancement Opportunities" (Figure 7.4a-5, 6) depict wide variation in outcomes -- some adverse (year-over-year), indicate no correlation across groups and/or known trends and/or negative trends. Additionally, despite measures of "available opportunities", there are no results reflective of "development" of workforce and leaders.
7.4a(3)	Despite measures of "Course Capacity" related to student space capacity in classrooms, there are no results reflective of workforce capability and capacity (to include staffing levels and appropriate skills).
7.4a(4)	Results "Grievances-Harassments" (Figure 7.4a-8) depict variation in outcomes -- one adverse (Harassments), indicate no correlation with one another and/or known trends and/or negative trends [Le, T, C]. Additionally, the applicant does not report expected results relative to Wellness Committee, Safety, OSHA, Workman's Compensation, Crime Statistics, or other areas related to workforce environment.

**SCORE RANGE:  
20-30%**

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**7.5 Process Effectiveness Outcomes: Summarize your organization’s key operational performance results that contribute to opportunities for enhanced student learning and to the improvement of organizational effectiveness, including your organization’s readiness for emergencies. Segment your results by programs and offerings; by student and market segment; and by processes and locations as appropriate. Include appropriate comparative data.**

### 7.5 Strengths

Area to Address	Comment
7.5a(1)	Applicant has identified overall satisfaction as a measure of work system performance. 2008 data are not reported for satisfaction and results have been stable or improved through '07.
7.5a(2)	In figure 7.5a-4, all measured criteria reports in the 3.4 to 4.5 out of 5 range for transfer and occupational graduates as it relates to graduate satisfaction.

### 7.5 Opportunities for Improvement (OFI)

Area to Address	Comment
7.5a(1)	Applicant has provided little or no comparative data and only a few of the expected results were reported. Projected trends for both reported measures are adverse. <b>Areas that could be measured to indicate performance shifts and/or the need for change in processes were either not measured or not reported.</b> No results were reported for operational performance of the work systems including: workplace preparedness for disasters or emergencies, College Wide Objectives results.
7.5a(2)	Improvement was only noted in a few of the chart comparisons starting in 2002 while overall the gap is increasing slightly over time. Some individual service measures fluctuate by .5 from year to year with an overall performance that is flat. No results were reported for the key work systems the applicant defined as the Student Learning System. Many of the College Wide Action Teams do not have results reported either in section 7.5 or in the Dashboard.
7.5a(2)	The applicant lists cost per credit hour as an indication of work system performance. Adverse trend is reported <b>with cost rising from \$195 in FY06 to \$227 in FY08 (Figure 7.3a-4).</b>

**SCORE RANGE:  
20-30%**

**7.6 Leadership Outcomes: Summarize your organization’s key governance and senior leadership results, including evidence of strategic plan accomplishments, fiscal accountability, legal compliance, ethical behavior, societal responsibility, and support of key communities. Segment your results by work units, as appropriate. Include appropriate comparative data.**

7.6 Strengths	
Area to Address	Comment
7.6a(1)	The applicant provided data supporting its accomplishment of organizational strategy by including its Dashboard report (Fig 2.2-2). Performance measures were established for objectives the applicant indicated were important to its success, Connecting with Learners, Community and Internally. The applicant reported 21 of 26 performance expectations have been met or exceeded. The Dashboard report is linked with the applicants Strategic Planning Process and its Student Learning System.
7.6a(2)	The applicant provided survey results from segments of its workforce evaluating how well “Actions of Leadership Reflect Mission,” figure 7.6a-2, to indicate performance of its governance. Three of the six employee groups show a positive trend in survey years beginning in 2004 (3 data points). On a scale from 1 to 6 (6-better) the responses from the various segments for all three measurement periods (2004, 2007, and 2009) ranged between roughly 3.25 and 4.25.
7.6a(4)	The applicant included “Open & Ethical Communication” as perceived by its workforce to indicate levels of ethical behavior. 5 of 6 segments of the applicant’s workforce indicated they considered the environment ‘consultative’, who according to the applicant's scale, is in the upper-middle quartile. (higher better). The data for the metric is steady or improving for most segments over the period from 2004 – 2009.
7.6a(5)	The applicant reports a significant number of engagements with local community service agencies for students, staff, and faculty.

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## 7.6 Opportunities for Improvement (OFI)

Area to Address	Comment
7.6a(3)	Indicators of safety and legal compliance are not presented.
7.6a(4)	When indicating levels of stakeholder trust, the applicant presented segmented data on its workforce's perceived "Level of Trust" figure 7.a-4 Examination of the figure shows many groups reporting a decrease (worse).
7.6a(4)	No results are presented for measuring the organization's breaches of Ethical Behavior. (Le)
7.6a(2)	The applicant reported that external auditors are used to monitor fiscal accountability. Findings were reported in each of the past three audits. No trend or comparison data is evident for this indicator. The applicant indicated that for 4 of 6 stakeholder groups (figure P.1-4); error-free audits were expected.
7.6a(3)	The applicant has maintained ICCB recognition but it has uneven performance trends for compliance (ICCB findings requiring applicant action to resolve.) (figure 7.6a-3) The recognition cycle is every 5 years and the applicant's performance levels for the past 3 cycles has been: 5, 10 and 2 compliance findings respectively. Comparison Data is not provided. The applicant indicated that for 4 of 6 stakeholder groups (figure P.1-4), error-free accreditation report were expected.

**SCORE RANGE:**  
**20-30%**