

CATEGORY 2 ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission.

Introduction

Processes for Accomplishing Other Distinctive Objectives reveal most processes are systematic.

The design, evaluation, and improvement of the distinctive objectives in the areas of economic development, community services, and instructional support are managed by systematic processes. However, these processes have traditionally been isolated from other areas of the college due largely to the organizational infrastructure and not that of the respective units. To promote closer coordination among the economic development, community services, and academic instructional units the college has redesigned an administrative position. The Dean of Business Development and Technology (2013) will be responsible for planning, implementing, and evaluating programs and curricula that enhance instruction and achieve student learning outcomes in the newly aligned areas of business, technology, and economic development. The Dean is also responsible for new program development and the establishment of community and educational partnerships.

In the systematic category, the strengths of these programs include the design and daily operations through client relationship management and state and federal grant program requirements (2P1) leading to high performing units, grant development process responding to business and industry needs (2P2) operation of two Foundations within the respective governing board requirements (2P2), and the utilization of standard college communication tools (2P3).

The college recognizes the opportunities for improvement in this category are to modify its strategic planning process to include the identification key stakeholder groups, understanding how and who designs processes to respond to the needs of these groups, improved communication of the objectives established for these units, and to improve the documentation of the impact and improvement of these programs/service by using the WEAVEonline unit planning and reporting processes.

Process (P)

2P1. The college follows a three-year cycle for strategic planning with annual reviews and updates of unit-level goals and activities. Non-instructional processes serving significant stakeholders are designed to meet specific needs identified through formal analysis of the internal and external environment using the strategic planning process described in 8P1 and input from advisory groups. Key non-instructional objectives are identified in the strategic plan priorities for learning excellence, and engaging learners and the community. The two distinctive objectives discussed in this category are as follows:

- **Workforce Development:** The college will contribute to community and workforce development by assessing needs regularly and developing innovative solutions and timely programs and services that strengthen BHC region’s economy, and workforce competitiveness.
- **Engaging Learners and the Community:** The college will engaging the wider community by connecting more faculty, staff, and students in meaningful partnerships and community initiatives resulting in increased positive community relationships.

Specific non-instructional work processes that are designed to fulfill these priorities are outlined in Figure 2P1-1. The programs and services designed to meet the economic needs of BHC’s local and statewide communities are designed through client relationship management and state and federal grant program requirements.

Figure 2P1-1 Non-Instructional Processes

Non-Instructional Process	Programs
Economic Development	a. International Trade Center (ITC) b. Procurement Technical Assistance Center (PTAC) c. Small Business Development Center (SBDC) d. Business Training Center (BTC)
Community Services	a. Professional and Continuing Education (PaCE) b. Community education programming
Instructional Support	a. College foundations b. Targeted grants

The programs and services designed to meet the needs of community and professional education utilize a six-step process including the following steps:

1. Committees of internal and external stakeholders have initial meetings to define the opportunity.
2. Key people and resources, both internal and external, are identified.
3. Key people design the process including timelines, evaluation, and projected outcomes.
4. Process operation is evaluated based on the timeline established.
5. Projected outcomes are evaluated.
6. The cycle may be repeated if the evaluation indicates opportunities for improvement in either process or outcomes.

For example, CFK is a community enrichment project that originated from needs analysis conducted more than 25 years ago and has grown to enroll over 1,000 children each year. Key PaCE staff meets with the CFK Advisory Board annually to review the project and make changes as needed. During review, PaCE staff identified the CFK workflow process as one that had an excessive cycle time. Key staff was identified, and with the assistance of a facilitator, steps were identified and implemented resulting in increased efficiency and decreased cycle time. The number of individuals handling each registration was reduced from five to three, and cycle time was reduced from three weeks to two. This process has now been evaluated in each of the last three years with minor adjustments made in each year.

Finally, designing programs and services supporting instruction and the mission of the college are conducted by the college Foundations. These programs/services are designed through their respective Board of Directors. The two foundations both of which meet needs in the areas of scholarships, general endowment, faculty development, facilities, instructional equipment and campus beautification are governed by separate but aligned Board of Directors. A Black Hawk College Board of Trustee member serves on the Foundation Boards.

2P2. Goals for the non-instructional organizational units are derived from the college's strategic planning process, advisory committees, and external federal and state grant requirements that are further refined to meet specific employer and stakeholder objectives developed at the unit level. When an opportunity is identified, designated staff members from the engaged department(s) analyze the opportunity using the following criteria:

1. Does the process meet a demonstrated community need?
2. Are there resources (e.g., human, fiscal) to support the project?
3. Is there alignment with the college's strategic mission, vision, and goals?

BHC's commitment to non-instructional community linkages in economic development and community enrichment dates back to 1968. The above-mentioned programs maintain extensive involvement with the larger community; involving those communities in the design and development of grant, and program objectives. Connections with advisory boards, planning councils, Chamber of Commerce, and other community service agency boards and task forces provide opportunities for stakeholders and college staff to identify opportunities for economic development and community development initiatives.

Two separate Boards of Directors govern the Black Hawk College Quad Cities Foundation and Black Hawk College East Foundation through which key non-instructional objectives for their respective constituents are determined. These bodies rely on report analysis and donor feedback when establishing their major non-instructional objectives. The East Campus Foundation is organized around four standing committees (Executive, Finance, LLC Management and Resource Development) and through these committees, listen to and respond to stakeholder needs. Additionally, ad-hoc work conducted through project committee membership is broadened beyond the board to include East Campus faculty and staff members, donors, community members, and representatives from the local media.

2P3. As key strategic non-instructional objectives are identified by the strategic planning process, the expectations for their outcomes is cascaded down to appropriate units of the college by the respective work system leader. The President's Cabinet member has the primary responsibility to design program/services to address those objectives and to monitor them through the WEAVEonline unit planning and reporting process. President's Cabinet assigns specific strategic action plans to a unit or team along with an expected period for completion. Additionally each strategic objective is recorded in WEAVEonline, the assessment tool utilized to document both non-instructional and student learning assessment initiatives. Each unit plan includes a series of prioritized objectives that are aligned to one of the Strategic Plan Objectives. This enables BHC to align the work of the college to the key strategic objectives.

Departments further communicate objectives through scheduled meetings. For example, the Adult Education Director holds monthly meetings with Adult Education Coordinators, the Department Chair, and the Dean of Adult and Continuing Education. Progress toward all objectives, instructional and non-instructional, is reviewed and any opportunities for new projects are reviewed for alignment with department and college objectives. Department meetings also provide the opportunity to gauge if communication has been effective, since staff with differing responsibilities from several sites come together. Gaps in the flow of information are identified and addressed when it becomes apparent that some have information and others do not.

College-wide internal communication tools take many forms including:

- myBH under the Employees tab, Planning and Institutional Effectiveness
- Announcements during Fall and Spring Faculty Orientations
- Posters throughout the college facilities
- Through the administrative reporting departmental structure
(President↔Cabinet↔Deans↔Department Chairs/Managers/Coordinators↔Faculty /Support Staff)

External communication occurs through advisory board, planning council, and other similar stakeholder meetings. Published schedules, news releases, and marketing materials as well as the college website are also used.

2P4. The appropriateness and value of the strategic objectives are reviewed and assessed within the context of the college’s broader vision, mission, strategic plan, and unit planning process. Upon the completion of a strategic planning cycle, President’s Cabinet prioritizes the completion timeline for each of the action projects. Cascading those objectives throughout the college occurs during the unit planning process. During this process, departments collectively discuss their improvement opportunities and past performance and develop unit plan objectives. These objectives documented in WEAVEonline, are reviewed by each supervisor, progressively, up through the president, and are submitted with their next year’s budget request.

When determining the value of these objectives each unit considers the feedback from their respective advisory boards, external funding sources, students, organizations, and businesses to understand their specific requirements and satisfaction with the program/service. When many of the local K-12 school districts adopted balanced school year calendars, the start of their school years came into direct conflict with PaCE’s CFK program. There was concern that participation in CFK would decrease. However, communicating the value of the program to students in those school districts resulted in an increased of participation to over 1,000 enrollments.

While the college has many conversations on the appropriateness of objectives through the strategic planning process and advisory committee recommendations that lead to unit planning and budgeted resource request these processes do not take into account the flexibility often required to meet the needs of the community in a timely manner. A newly created Grant Management Handbook documents processes to follow when recommending the solicitation of extern grant funds to support new program/services. The college is in the process of revising the handbook to include steps that would ensure a financial feasibility review be completed to determine how to support or sustain the program/services after the grant period expires.

2P5. The need for faculty and staff relative to objectives and operations is addressed during the college’s unit planning and budget building process. When applicable, the guidelines and requirements established by funders are also a factor.

If a department determines that additional staff or faculty must be hired to meet an objective, the supervisor updates or creates a job description, has the job description approved and graded per processes discussed in Category 4, and a Personnel Action Request form is forwarded to President’s Cabinet for discussion and final approval.

When opportunities arise outside of the normal budget cycle, departments first determine if objectives and operations can be met using the established budget and staff. If not, requests for staff are directed through the NEOGOV system as previously described. Additional budget considerations take place at each step of the process to see if the value of the objective and operation merits allocation or transfer of funds.

Staff development needs are determined during annual performance reviews for staff members and as part of faculty members’ professional development plans. External funders may also establish required professional development activities as a condition of continued funding. For instance, Procurement Technical Assistance Center (PTAC) and SBDC Directors are required to have a minimum of 50 hours of professional development training annually and attend national and state association meetings, in addition to renewing their certifications every three years.

2P6. The annual unit planning, budgeting for outcomes (BFO), and grant authorization process all have processes by which supervisors submit information and requests to meet faculty and staff needs required to accomplish the specific objectives of their programs/services. As part of WEAVEonline unit planning process, unit plan objectives are adjusted as needed throughout the year. Additional staffing requests are forwarded to the President’s Cabinet for consideration. During the BFO process, supervisors complete budget detail forms to request additional faculty and staff. These discussions continue as the unit plan and or grant proposal progress through a review by the responsible cabinet member. It is the cabinet member's responsibility to understand the needs of the program and services within their work system and to share those with the cabinet, as a whole, during the BFO process.

When a project is funded, fully or partially, by an external funder (e.g., federal, state, private), regular progress reports are required. These reports are most often required on a quarterly basis, but may be monthly, semi-annual, or annual as well. Readjustment of objectives and/or processes may be requested during these reviews, if supported by performance data.

Results (R)

2R1. Measures of accomplishing major non-instructional objectives and activities that are systematically collected and analyzed can be found in 2R2.

2R2.

Economic Development

1. As reported in Figure 2R2-1 the economic impact of the SBDC, International Trade Center (ITC), and the procurement Technical Assistance Center is significant. These three programs report performance on a calendar year as required by their external grant funders. A fiscal year 2012 midyear (six month) report was submitted to the Board of Trustees (BOT) indicating all indicators were on target or ahead of their performance targets for the year ending 12/31/2012.

Figure 2R2-1 Economic Impact History

ECONOMIC IMPACT HISTORY			
01/01/11-12/31/11			
	SBDC	ITC	PTAC
Jobs Created	156		86
Jobs Retained	123	45	1,015
Business Starts	11		
Business Expansions	11		
Loans Secured	14		
Loan Dollars Secured	2,190		
Export Sales		509,973	
Counseling Clients		42	103
Training Units		2	12
One-to-One Counseling Hours		177	675
Bids Submitted			341
Contracts Secured			61
Contract Dollars Secured			138,821

2. The Adult and Professional and Continuing Education departments worked through United Way, to secure a \$125,000 Hubell Waterman Foundation grant to pay for short-term training programs not covered by traditional financial aid sources. To date, 109 unemployed or underemployed individuals impacted by the economic downturn have been trained through this grant.
3. The ITC showed significant performance growth in the first six months of calendar year 2012 due to staffing adjustments and continuous process improvement.
4. The PTAC exceeded FY 12 performance goals in three areas: jobs retained, bids submitted and contract dollars secured.

Community Services

1. The Career Services Center as well as staff from several other college departments collaborated with the United Service Organizations (USO) and the Community-Based Warrior Transition Unit Musters to provide a pilot Employment Mentoring Program to approximately 180 military personnel whose wounds present them with significant employment challenges. Participants are assisted in developing resumes that translate their military experience into language that civilian employers can understand.
2. Adult Education staff engaged with city of Rock Island staff, representatives from many service agencies, and members of the refugee/immigrant community to plan and implement the “Changing Faces, Refugees, and Immigrants in Rock Island” study circles project. The project has since grown into a much larger initiative, Quad Cities Alliance for Immigrants and Refugees (QCAIR).

Instructional Support – Foundations

The Black Hawk College Foundations are 501(c)(3) tax-exempt charitable organizations that are governed by volunteer board of directors. The Quad Cities Foundation currently holds assets of \$2.2 million. Endowed funds encompass \$1.9 million of those funds.

The East Campus Foundation administers over \$60,000 in scholarships for students attending EC. It owns and operates a 24-unit apartment building with a capacity for 83 residents immediately adjacent to the campus exclusively for EC students. To support instructional programs it owns approximately 65 acres immediately adjacent to the EC providing 50 of these acres for use by the college as an agronomy lab. The East Campus Foundation also serves as co-trustee and future beneficiary of two trusts comprised of a total of approximately 160 acres in Stark County and serves as co-trustee and beneficiary of a trust comprised of approximately 80 acres immediately adjacent to the East Campus.

2R3. At this time, the college is just beginning to research comparable data from other institutions on the metrics being monitored under the title of accomplishing other distinctive objectives.

2R4. The performance results for processes in Accomplishing Other Distinctive Objectives strengthen the overall organization by expanding the number of individual, organizations, and businesses that have contact with BHC. Because these programs have developed processes that allow them to be agile and respond quickly to emerging needs, the college is seen as a valuable resource in times of economic stress. The success of the college in receiving external funding has enabled the college to work collaboratively with community agencies, governments, business, and industry. This collaboration has resulted in non-native speaking individuals acquiring English skills; providing lifelong learning opportunities for adults who lack sufficient mastery of basic educational skills or do not have a secondary school diploma or equivalent, and providing customized workforce training and professional development for local employers.

Improvements (I)

2I1. Accomplishing other distinctive objectives important to the college often requires additional external grant funding. As the college successfully acquires those grants the need to manage them efficiently also increase. The college's grant process has recently (2012) been enhanced through the development and distribution of a Grants Management Handbook. The Black Hawk College Grants Management Handbook provides a basic overview of the grants management process utilized at the college. This handbook is intended to serve as a reference guide for grant management and includes essential elements of an effective grant management system which are necessary to properly request and administer grants as well as properly record, control and monitor awarded funding. This handbook inclusively covers all processes from grant application through grant closeout.

The college's strategic plan calls for increased collaboration among the departments and programs resulting in improved services to district employers and entrepreneurs contributing positively to economic development with the district. To better align the initiatives being conducted in the areas of economic development programs/services, Professional and Continuing Education and the instructional career and training academic programs, all three areas now report organizationally through the same vice president. The addition of a new Dean of Business Development and Technology (2013) will be responsible for the planning, implementing, and evaluation of programs and curricula that enhance instruction and achieve student learning outcomes in the newly aligned areas of business, technology and economic development. The Dean is responsible for new program development, and the establishment of community and educational partnerships.

2I2. Several characteristics of BHC's culture and infrastructure assist us in selecting processes to improve and to establish targets for improvement in this category. The strategic focus on Learning Excellence: Workforce Development has provided the resources necessary to ensure these services and programs are better aligned and coordinated to ensure excellence in learning and meeting the economic development needs of the college's community. The existing human resource infrastructure has improved significantly to provide for the leadership of this area as well as the growth to support grant development and fiscal management. The college infrastructure is also allowing us to work across units and divisions to be successful in aligning services and programs to meet the needs of the community.