

CATEGORY 3 UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Examines how your institution works actively to understand student and other stakeholder needs.

Introduction

The current processes in place for Understanding Students' and Other Stakeholders needs are systematic with several processes transitioning to alignment.

Data are collected at the learner, community, and internal stakeholder levels. Surveys and tools to gather input and data are administered on a scheduled basis and the data gathered is longitudinal and has corresponding benchmarks. Analysis of the results is performed in a timely manner through committees/sub-committees, with findings and recommendations documented and shared with the BHC community. Actions put into place as a result of the recommendations are reviewed when the tool/survey is administered again to determine if the practice was effective, if there has been any significant impact on the results of the new cycle, and to what extent there have been any cursory factors that may have impacted the findings.

WEAVEonline is the primary systematic process across departments and disciplines that reflects alignment with the college's key goals and strategies; tied to learning objectives and outlined action plans; outcomes are shared college-wide and used to identify strengths and weaknesses; shared work processes and collaborative goals are noted cross-departmentally

The listening and learning approaches in table 3PI provide a variety of venues for information about students, but many are conducted without recognition of the big picture and alignment with the strategic plan; rather they are conducted and utilized within individual departments and internal groups.

Aligned process that emphasize coordination among units, divisions, and departments are evident in identifying student and stakeholder needs through surveying and focus groups (3P1), the adaptation of the First Year Experience and Welcome Week- student orientation (3P2), transition services to high school and GED students (3P5) and complaint management (3P6).

Student engagement and relationship building (3P4) is another area of strength for the college with defined work process that have undergone evaluation and improvement cycles including the development of the First Year Experience program. The Introduction of the FYE is a step towards an integrated and intentional set of processes and activities designed to understand and meet the needs of the incoming students. Evaluation and monitoring has been established at every step of the process. Since the project is in implementation stage, analysis has not yet taken place for effectiveness of the model.

TRiO and tutoring services are a mix of both systematic processes and services that are evaluated and modified within the department, as well as processes that are intentionally designed and monitored in comparison to the overall college goals and objectives (persistence, retention, GPA, completion, and transfer)

The self-assessment process identified the following areas of opportunity: developing processes to analyze complaint data in a proactive manner, strengthening the input from employers and community groups in designing curriculum and support services, and formalize an enrollment management approach to determine new student markets and stakeholder needs.

Process (P)

3P1. The college utilizes a variety of tools and approaches to identify the needs of student groups throughout the institution. Approaches outlined in the Figure 3R1-1 provide a comprehensive “snapshot” of current students. Data gathered through the various tools and processes reflects opportunities for educational improvements, and identifies and keeps current with the changing needs of BHC's student groups. The primary tools used to collect district-wide data from students include the SENSE, Noel Levitz SSI, in addition to course and program retention and persistence data. To develop goals and objectives for improving outcomes related to student engagement, retention and persistence, and student success these instruments are administered by the office of Planning and Institutional Effectiveness (PIE) and distributed throughout the college. (CC4C). The college uses other data sources such as individual department strategies to gather feedback from advisors and counselors, Career Services employer surveys, and feedback from program level accreditation bodies, to provide information on targeted student populations, persistence and retention rates and targeted at risk students. Externally grant-funded programs collect and aggregate data on special populations and use the results of their findings to implement services to meet the objectives of their grants.

Once the data has been collected, a debriefing meeting is conducted with those most impacted by the information. The data are included in the unit planning and program review processes as departments ascertain opportunities for program changes based on the identified gaps and needs related to student services. See 1R2 for course level retention rates and overall retention and persistence rates. The college recognizes that its student body is becoming technological in their needs and expectations and therefore collects and analyzes data on website utilization to determine what information students seek most frequently. Additionally, the college’s Facebook page is monitored and tracked to stay current with student and community topics of discussion.

Students enrolled in non-credit programming complete evaluations of instruction either at the end of their class or close of the semester. Adult Education also conducts focus groups with 5-10 classes annually and

Figure 3P1-1 Listening and Learning Processes

Listening and Learning Approaches	Student and Stakeholder Segments	Survey Cycles
Market Research	Community residents Potential learners	Bi-annually
Focus Groups	All Learners	As needed
Sense Survey	1 st semester Learners	Bi-Annually, even years
Noel Levitz CCSSE	1 st Semester Learners Continuing Learners	Bi-Annually, odd years
Orientation Evaluations	Applicants/1 st Semester Learners	Continuously after each session
Program Review	All Learners Potential Employers Potential Transfer Institutions	Annually
Enrollment Trend Data	All enrolled college credit learners	Daily, weekly, monthly, term
Learner Course Evaluations	All learners	End of course
Email/Website suggestion box	All learners	Daily
Graduate Follow-up Survey	Alumni	1 year post graduation
Data on retention, persistence, course and program completion.	All Learners, targeted at-risk developmental education enrollees	Fall and Spring Term

reviews student academic performance quarterly through reports generated through the DAISI data system. In February of 2011, Adult Education conducted several focus groups. One of the questions posed to students was “Did you use a BHC Adult Education I.D. bus pass? If so, did it make a difference in your ability to come to school? Was the pass useful in any other way?” The results of the focus groups indicated that not all students needed this type of free

transportation to school. However, those students who did use the service found it to be extremely helpful in getting back and forth to school as well as using the free pass for other appointments such as doctor appointments, meetings, and getting to work. Because of the success of the ID card/bus pass, which was originally funded through a grant to allow BHC students and employee’s free access to the MetroLINK bus service, the BOT approved funds to continue the service to all BHC students and faculty and staff.

Membership on the Workforce Development Board, the Area Planning Council, advisory groups, and numerous community groups also helps the non-credit faculty and staff stay in touch with changing student needs. The analysis of data and development of solutions that respond to student needs takes place during strategic planning conversations and monthly department and coordinator meetings. In the case of significant changes to services and programs, ad-hoc committees are formed.

Documentation of changes and improvements is facilitated by the WEAVEonline unit planning process where action plans are developed by individual departments and when appropriate and cross-departmental teams. Using this process provides ongoing review and monitoring of the impact of change on identified student needs, supporting continuous program improvement.

3P2. Student engagement and maintaining student relationships are critical components of the student services work system. Services and programs are designed to ensure the college mission is fulfilled. The student services work system, collaborating with faculty, have begun to use the First Year Experience construct as a lens to determine optimal points of engagement throughout the students' college career to encourage the development of supportive relationships.

Building relationships with students begins with the efforts of the BHC recruiters. Potential students have provided recruiters feedback on the critical information needed for them to make decisions. Using the information recruiters provide individualized information, encourage campus visits and tours, and set up connections with key faculty and staff.

New students are invited to attend an orientation session before classes begin. These "Welcome Week" orientations are designed to provide opportunities for engagement with faculty and staff. Two-hundred and fifty new students take advantage of the opportunity to be introduced to the support resources available on-line or on campus.

Students are encouraged to meet with a BHC advisor who focuses on developing a relationship with the student during the academic planning process. Follow-up advising sessions are recommended to the student throughout the semester to monitor progress, continue educational planning, and reinforce relationships.

The relationship between students and faculty is a very important component of student engagement. Faculty includes information in the course syllabus to encourage and facilitate student contact including office location and hours, e-mail connections, and other opportunities for interaction. Many faculty members also serve as advisors for student clubs and organizations, and some faculty offer office hours in service areas such as the tutoring center. Faculty has become active participants in college activities such as Spring Fling and Fall Fest, and is integral in the presentation of information at Orientation and College Night activities. Faculty makes efforts to learn and call students by name, which has been identified as a key factor in student engagement and retention.

A college AQIP Action Project enabled the college to develop an "early alert" system. The system was created and implemented to allow a process for faculty to identify and request services for students who appear to be struggling in their first weeks of class. BHC counselors and support staff contact the student and through conversation and assessment, offer targeted interventions to assist the student in the areas of identified needs. A large part of these interventions involves relationship building along with support and resource connections.

BHC career services staff go into classrooms to make presentations about available services. Students are encouraged to utilize career services for career decision-making assistance, resume help, interviewing practice, and job search skills.

BHC financial aid personnel have initiated a communication strategy to help maintain connections with students and to ensure timely completion of financial aid processes.

The Student Life Office has the opportunity to touch a large number of BHC students through the many programs and events offered campus-wide. Relationships are fostered from the beginning of their enrollment process through campus tours conducted by Student Ambassadors, where students can begin to associate faces with locations and resources. The Student Ambassador Program is a joint effort through Student Life and Recruitment, training 12-15 seasoned BHC student leaders to become well rehearsed in making an important connection with perspective students during their initial interactions with BHC's campus.

Once students become enrolled at BHC, the Student Life Office invites new students to a Welcome Week Orientation session where the importance of developing and maintaining relationships with new students and their peers, faculty and staff are reinforced. Communication with students continues via posters and flyers on campus, posts on Facebook, announcements through myBH, and word of mouth to remind students of the engagement opportunities available to them on campus.

Student Government Association (SGA) gathers 13 elected student Senators/Officers to weekly meetings to discuss how the college experience for BHC students can be improved. The Senators represent the voice of the students and they are given opportunities to speak at various levels, including with the college President. In the first 2 weeks, over 130 one-on-one surveys are conducted to collect student feedback. SGA also hosts "Student Focus Groups" and/or "Student Forums" to encourage students outside of the association to let their voice be heard to faculty, staff, and administration.

The college has 17 active clubs and organizations chartered under the SGA, with memberships ranging from five to 40 members. Club and organization leaders are required to attend an Annual Student Leadership Workshop where students are mentored and learn the leadership skills necessary to run a successful club/organization and are given the chance to network with other clubs/organizations on campus.

SGA has 4-5 committees established, including the Student Activities Committee that consists of 5-10 students dedicated to the success of the Student Activities hosted on campus. On average, one activity per week during the academic year is sponsored by SGA providing an opportunity for 50-500 students to gather and network with one another, gain cultural experiences and knowledge, and build social skills necessary to enter into the workforce.

In Fall 2012, the Student Life Office launched "Passport to Leadership", a comprehensive student leadership development program developed by faculty and staff. The mission of the Passport to Leadership Program is to serve students attending the QC campus with a comprehensive leadership experience. The aim is to help seasoned student leaders refine their leadership skills and to assist new and emerging leaders in developing the knowledge and skills they need to make a difference at Black Hawk College and beyond.

Relationships with students in the TRiO Student Support Services program are the foundation for student success. On average, over 225 eligible TRiO students are assigned a TRiO advisor as they enter into the program, and they continue with the same advisor through graduation or transfer. During the intake phase, students have one-to-one conversations with the staff to assess needs, strengths and challenges, and to develop individual goal plans to provide a framework for continued progression through their college journey. A moderately intrusive advising style is used with many students, driven by on-going communication and support. Students are coached early on to interact with their advisor about any issue that may affect their success in school, as well as to report accomplishments and steps towards goal completion. Students receive ongoing feedback from the staff through many mechanisms in place, such as group email, announcements in myBH, newsletters designed to keep students informed of events, activities, and need-to-know information.

Students who participate in tutoring services in the SSC are met with a caring and engaging welcome with their first visit. Needs are addressed on an individual basis and connections to tutors are established with the assistance of the staff. Staff makes every effort to respond to the immediate needs of the students, providing them with referral information and resources outside of the SSC. Staff also makes it a priority to learn students' names so when students return to the SSC they are welcomed and greeted. Surveys are conducted at the end of each semester to gather feedback from students, and this data is used to adjust services based on student needs.

3P2-1 Tutoring Services

Tutoring Services						
	2009-2010		2010-2011		2011-2012	
	QC	QC	East	QC	East	
Fall	343	362	40	397	110	
Spring	542	487	170	583	115	
Summer	52	89		76		

QC=Quad City Campus, East=East Campus

3P3. The college engages with the following identified external constituencies and communities of interests and responds to the changing needs of seven distinct key stakeholder groups: (CC1D)

- the BHC Board of Trustees representing District #503 taxpayers;
- the ICCB and the Illinois Board of Higher Education that represent the taxpayers at a state and federal level;
- other educational entities including the K-12 systems that send students to the college and universities that receive BHC students in transfer ;
- residents/students of District #503 who look to the college for life-long learning opportunities;
- employers who hire BHC graduates; and
- BHC faculty and staff.

In conjunction with the various listening and learning instruments (SENSE, Noel Levitz SSI) detailed in 3P1, additional processes are used to ensure the college's actions and decisions reflect a commitment to fulfilling its public obligation. (CC1D). The college's strategic plan includes a strategic priority to "engage learners and the community". BHC obtains community satisfaction information by means of the Community Perception Survey and analyzes that information during the strengths, weaknesses, opportunities, and threats (SWOT) analysis of the strategic planning process. Employer satisfaction data is gathered through the Advisory Team process and through direct input to the President and other staff members engaged in community and civic organizations. BHC also surveys alumni to gain their perspectives on their college experiences in the Graduate Follow-up Survey.

College faculty and staff serve on numerous local and statewide boards, Chambers of Commerce, Workforce Development Board, K-12 Area Planning Council, and community service organizations that provide feedback on changing needs. Articulation and transfer agreements are developed, monitored, and managed with area colleges and universities, and dual enrollment and alternative education programs are conducted in cooperation with the local school districts. In an effort to systematize and understand the community relationships occurring throughout the college, the President has begun to analyze memberships and the value those relationships bring to the college. Data gathered from community participation is analyzed during the strategic planning process, described in 8P1, as the college evaluates the external community that we support.

3P4. Strategies for building and maintaining relationships with key stakeholders vary based on the stakeholder group. Relationships with students (learners) are built and maintained through the processes outlined in this document under 3P2. Community relationships are built and maintained through timely

provision of information and updates facilitated through regular communication with stakeholders at meetings and being responsiveness to their questions and requests are on-going basis.

The college is very active in the community and provides two-way communication with community partners such as Chambers of Commerce and economic development groups, local United Way organizations, Rotary and Kiwanis clubs, Junior Achievement, The Boys and Girls Club, and the Martin Luther King Center. The BHC Career Services department maintains contact with community employers and has programs connecting students to potential employment opportunities. BHC faculty and staff volunteer at local community events including Viva Quad Cities, Martin Luther King Center Family Day, county fairs, Big Brother/Big Sister, United Way Day of Caring, and the Health and Wellness Fair. The BHC Recruitment Office hosts a high school guidance counselor articulation event and a dual enrollment summit, inviting the area counselors to campus to discuss strategies for successful transition to college. The BHC President is committed to transparency, keeping the community informed about the budget and internal happenings, and building and maintaining trust with the community as a whole.

Relationships with the Board of Trustees are maintained through continuing reports from President’s Cabinet, Faculty Senates, Union representatives, and SGAs to keep members informed and updated, and through encouraging members to attend and participate in college-wide activities and events. Connections with alumni are maintained through the foundation offices and the agriculture alumni group.

3P5. To determine new student and stakeholder groups and programs/services to meet their needs, the college utilizes a number of existing college processes that include the strategic planning process (8P1), environmental scanning (8P1), annual unit planning (7P1/2), curriculum development and revision process (1P3), program review (1P2), and direct input from external stakeholders allowing the college to gather information on community needs and changing dynamics. Instructional Advisory Groups make recommendations for academic programs based on the changing demands and needs within the community and the work force. (CC1D)

Program staff determines the necessity to develop programming to meet the needs of additional student groups or to engage additional stakeholders through community involvement, media monitoring, and analysis of demographic data from the Chamber of Commerce, Workforce Development Board, and Advisory Groups. Surveys are sent to employers to gauge the need for particular training.

Input from instructional Advisory Groups, program accreditation processes, and area employers also guide decisions to create or revise existing services and offerings. Examples of actions taken include:

- Built a new Sustainable Technologies Center
- Built and opened the Community Education Center in response to community needs for additional educational programming in the town of Kewanee
- Developed welding programs for John Deere and the Rock Island Arsenal customizing the training to meet specific employer needs

Black Hawk’s Adult Education Program began an intentional focus on how to support students in moving from adult education ESL, GED, and high school credit programs to college programs that would help them to earn family-supporting wages. An initial grant from the Joyce Foundation helped to “bridge” students to a 10-credit Warehousing and Distribution certificate. The success of this pilot (21 of 25 participants completed the certificate, all completed at least one class) illustrated the value of targeting the adult education population in planning educational offerings and services. Subsequent bridges have focused on health careers, and a bridge to Computer Numeric Control (CNC) Certificate is under construction with the support of an Accelerating Opportunities grant.

The college's long-standing working relationship with Partners In Job Training and Placement (Workforce Investment Act Title I) has also helped to identify emerging opportunities. For example, when the Seaford and Honeywell plants closed, college personnel made presentations at the plants and Partners' clients were assisted in enrolling in both credit and non-credit programs.

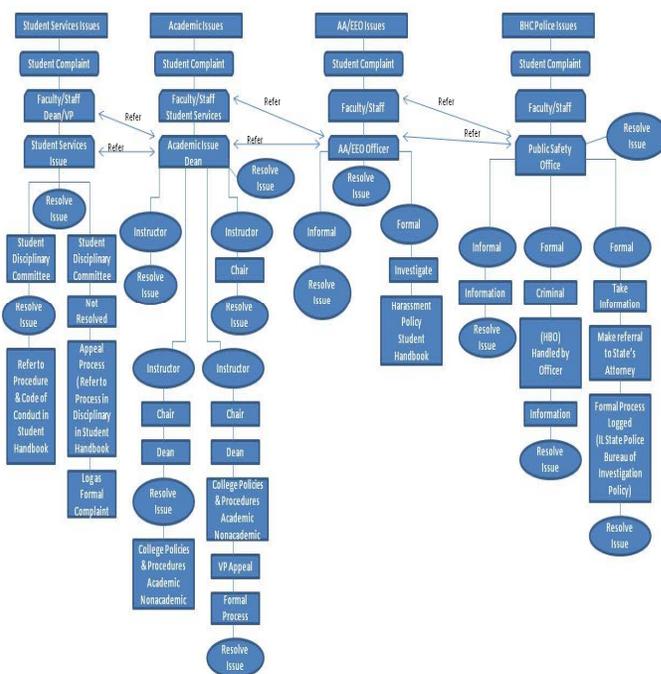
3P6. BHC recognizes that students may at times have a need to resolve a particular issue regarding a college policy, procedure, or other matter. To collect and analyze complaint information, BHC has five distinct channels for collecting and resolving student complaints based on the issue at hand: student services related, academic matters, affirmative action/equal employment opportunity (AA/EEO) related, financial and risk management related, and police matters. The flow chart, on the following page, outlines the steps from student issue to resolution in each of these areas.

All faculty and staff are encouraged to resolve complaints on the spot, if possible. If an employee or faculty member is unable to resolve a complaint, a written appeal is forwarded to the department chair who must reply within 30 days of the incident. If the issue remains unresolved, the student has the option to submit a written appeal to the appropriate Dean who must respond within 60 days of the incident. In the rare occasion that a case remains unresolved, a written complaint may be submitted to an appeals committee who must respond within 90 days of the incident.

In order to comply with federal regulations and the Higher Learning Commission, the college maintains records of the formal, written student complaints filed with the offices of the President or Dean of Students (or an appointed representative) or the Assistant Dean for the East Campus. The records include

information about the disposition of the complaints, including those referred to external agencies for final resolution. These records are maintained in the Office of the Vice President for Student Services.

Informal Student Complaint Flow Chart



The Black Hawk College Non-Harassment Policy is designed to address harassing conduct prohibited by various federal and state statutes. This Policy applies to employees and students. Any employee or student who believes he or she has experienced harassment at BHC may bring a complaint under the Policy, and all complaints alleging a violation of the Policy are investigated. The Title IX Coordinator investigates and addresses complaints involving Title IX issues, and the AA/EEO Officer investigates and addresses all other complaints. All information regarding a complaint, investigation, and resolution is considered confidential and is shared only with the parties, as appropriate.

Financial issues can be related to student and vendor concerns and risk management related issues are usually facilities related safety/accident issues. Financial issues relating to payments, refunds, application of monetary assistance, or Higher One ID cards are dealt with by the Bursar's office staff, the Accounts

Payable clerk, or the Purchasing Manager. Issues not resolved at this level are forwarded to the Controller or Vice President for Finance for resolution. Information is gathered regarding these complaints and subsequent process or procedural changes are documented, published, and communicated. In the event a complaint is received that pertains to or requires assistance of other departments such as Facilities, Financial Aid, Enrollment, or Instruction, Finance division staff will refer or coordinate conversations to ensure timely and effective issue resolution.

In-depth analysis of complaint data is in the initial stage of implementation. The current process attempts to identify trends that indicate the need for process improvement or additional staff training. In order to provide timely updates and information across disciplines, supervisors receive quarterly training that includes legal updates and topics related to EEO law and the Non-Harassment Policy.

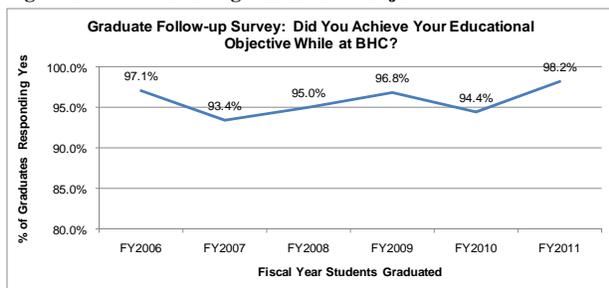
There are currently no processes in place to collect formal, or informal, complaints from external stakeholders (e.g., the community, vendors). While there are processes for external stakeholders to express concerns and complaints with the BHC via the website, the college recognizes it does not have a systematic approach to documenting those complaints therefore enabling it to identify and address trending and prevention of future similar complaints.

Results (R)

3R1. The college uses several survey approaches to determine student and stakeholder satisfaction. Individual programs and student support services conduct surveys of their respective students throughout the year as in-process metric indicators of effectiveness. Analysis of the data is used to create outcome measures in their respective unit plans in WEAVEonline. Student evaluations are conducted by faculty at the end of each semester, the results of which are used on an individual basis to make course improvements. Additional systematic cross-departmental approaches used include the use of standardized surveys such as the Noel Levitz SSI and the SENSE. The Professional and Continuing Education and Adult Education departments rely on student focus groups. In addition to these approaches, monthly direct feedback is shared with the BOT by the SGAs, the Faculty Senates, and the bargaining units.

3R2. Five summary satisfaction items from surveys conducted with graduates and currently enrolled students are monitored. BHC’s satisfaction ratings across all five measures remained stable over the period from Fall 2006 to Fall 2010 and experienced improvement during FY2011.

Figure 3R2 – 1 Achieving Educational Objective

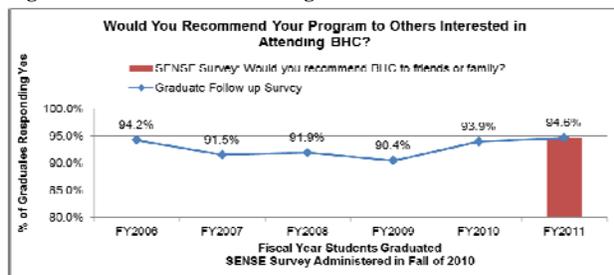


Reported in Figure 3R2-1 students who graduate from BHC are increasingly indicating they have met their educational objective while at BHC. Since FY 2006, over 93% of BHC graduates who completed the Graduate Follow-up Survey consistently stated they have achieved their educational objectives at BHC with the highest performance in six years being reported by students in FY2011 (98.2%).

Reported in Figure 3R2-2, over 90% of the BHC’s graduates would recommend their program of study to others. Also in Figure 3R2-2, the 2011 SENSE respondents reported the same percentage of students that would recommend their program of study to others.

While Noel Levitz SSI surveys a sample of all students in alternating fall semesters, the SENSE helps the college discover why some entering students persist and succeed while others do not. Administered during the 4th and 5th weeks of the fall academic term opposite the year Noel Levitz SSI is administered, SENSE asks students to reflect on their earliest experiences (academic and services-related) with the college.

Figure 3R2 – 2 Recommend Program to Others



Reported in Figure 3R2-3 is the percentage of students taking the Noel-Levitz SSI Survey and responding positively to Noel-Levitz SSI's

institutional summary questions. The data report an increase, each of the last two surveys and in Fall 2011, that exceeds the 2011 National Benchmark for all three questions. Over the last three SENSE survey administrations (2001, 2009, and 2011), students have reported that their college experience has met their expectations and performs better than the benchmark colleges. Overall satisfaction ratings have also consistently improved from 80% to 86% of students indicating they are satisfied and this performance is above the benchmark of 79%. Finally, students are asked if they had to do it again would they enroll here again. Positive responses, performing above the benchmark colleges have increased from 79% in 207 to 91% of the 2011 students indicating they would do it again.

Figure 3R2 – 3 Institutional Summary

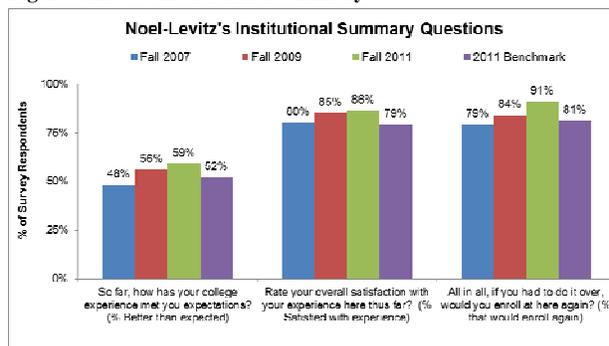


Figure 3R2 – 4 TRiO Student Satisfaction Survey

Survey Question	FY2010	FY2011	FY2012
The TRiO Staff is always available	94%	95%	92%
The TRiO Staff is friendly	*	*	92%
The TRiO Staff is helpful	*	*	75%
The TRiO project is helping me stay in college and complete my degree	79%	94%	96%
I would encourage a friend to apply for the TRiO SSS Program	95%	100%	100%
* Question was revised in FY2012			
Anecdotal Comments			
Whenever I go in someone is always there to help me			
I have recommended TRiO to other students. Great program that helped me achieve my goals.			

In addition to nationally normed surveys, the student service departments monitor student satisfaction annually through the WEAVEonline unit planning and reporting process. Two examples of unit/departamental student satisfaction surveys that are guiding improvement initiatives at the department level are the TRiO Center, Figure 3R2-4 and the Advising Center, Figure 3R2-5. Both departments have been

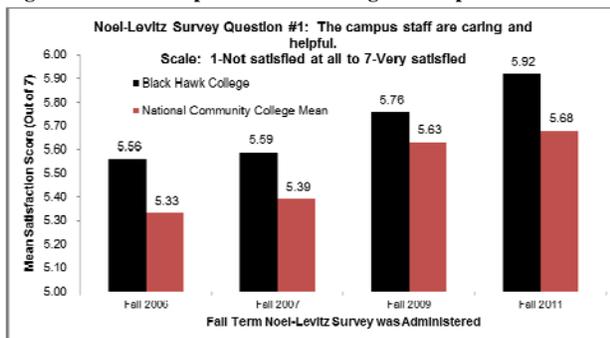
surveying students for three year and have recently modified their survey to drill further down into areas of opportunities.

Figure 3R2 – 5 Advising Student Satisfaction Survey

STUDENT SURVEY ON ADVISING SERVICES-QC	Oct-Dec 2010	Feb-March 2010	Oct-Dec 2011	Jan-March 2012	April-June 2012
I felt welcomed in my initial contact with the Advising Center.	78%	97%	99%	97%	97%
I felt my advisor treated me as an individual.	81%	93%	99%	98%	97%
I felt my advisor was knowledgeable regarding program requirements.	74%	77%	97%	95%	91%
I felt my advisor helped me focus on or clarify my long-range goals and major.	66%	77%	92%	94%	94%
I felt my advisor encouraged me to take an active role in the planning of my education.	72%	83%	96%	95%	100%
I felt my advisor spent enough time to meet my academic advising needs.	76%	83%	97%	95%	97%

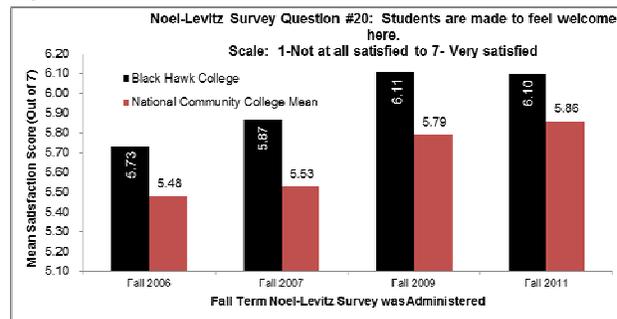
3R3. After the first administration of the Noel Levitz SSI in 2006, the student services work system focused on creating an environment where students felt welcomed and that the college cared for them as individuals. The strategic plan reinforced that focus and the successful campaign for creating a welcoming environment began. Reported in Figure 3R3-1, the level of satisfaction with how caring and helpful BHC staff are has increased each of the last three surveys and has exceeded the national mean

Figure 3R3 – 1 Campus Staff are Caring and Helpful



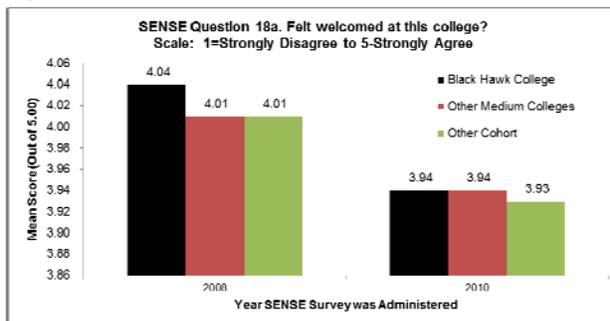
for all four survey administered. On a scale of 1-7 with seven being very satisfied the students rating has increased from 5.56 in FY2006 to 5.92 in FY2011 and for all four years performed above the national benchmark. Reported in Figure 3R3-2, the

Figure 3R3 – 2 Students Made to Feel Welcome



level of satisfaction with how students are made to feel welcome at BHC also has increased each of the last three surveys and has exceeded the national mean for all four survey administered.

Figure 3R3 – 3 First Year Students Felt Welcomed

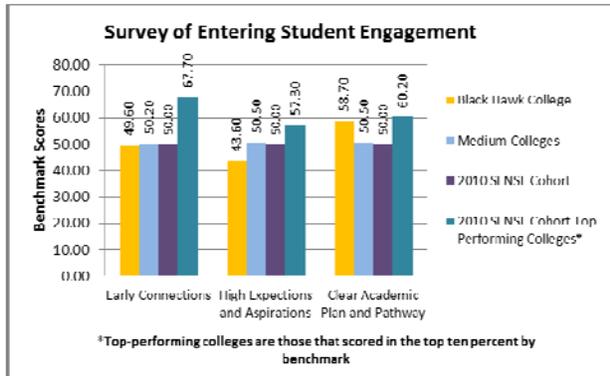


Due to an analysis of survey data and analysis of persistence and retention data, a new focus on the experiences that support retention and persistence of first year students began. Reported in Figure 3R3-3 while the average score for how welcoming first year students felt dropped from 4.04 to 3.94, BHC still performed at or better than the benchmark

cohort of other medium-size colleges.

Taking into consideration other key engagement factors for first year students the college continues to drive improvements in connecting early with students and encouraging them to have high expectations and aspirations. Reported in Figure 3R3-4 half of the first year students report they had made early connections with faculty and staff. The Early Connections and High Expectations and Aspirations survey scales are below other medium-size colleges and the SENSE cohort. A early alert program program targeted at-risk students with programs and services to develop academic planning and pathways to success. These services are the focus of the AQIP Action Project currently underway.

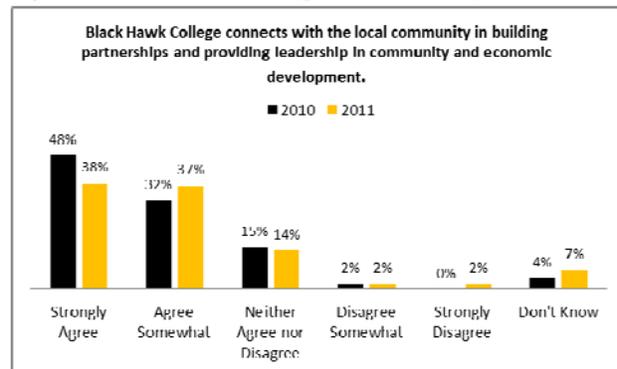
Figure 3R3 – 4 First Year Student Engagement



partnerships that lead to economic development. Reported in 3R3-5, 75% of the respondents in a recent community college perception survey agreed that the college is connecting with the local community in building such partnerships.

While building relationships with students are extremely important to the college, it also monitors if it is connecting with the local community creating

Figure 3R3 – 5 BHC Partnerships with Community



Improvements (I)

3I1. The current processes in place for Understanding Students’ and Other Stakeholders needs are both systematic and comprehensive. Data is collected at the learner, community, and internal stakeholder levels. Surveys and tools to gather input and data are administered on a scheduled basis and the data gathered is consistent and longitudinal. Analysis of the results is performed in a timely manner through committees/sub-committees, with findings and recommendations documented and shared with the BHC community. Actions put into place as a result of the recommendations are reviewed when the tool/survey is administered again to determine if the practice was effective, if there has been any significant impact on the results of the new cycle, and to what extent there have been any cursory factors that may have impacted the findings.

A major change to the process for scheduling classes based on enrollment data resulted in the development of a Master Course Schedule. This improvement also supports long-term planning for students regarding course offerings and enrollments.

Through reviewing the results and outcomes for identifying student needs members of the student services work system team first recognized the need to change processes, content, and delivery of services and implemented the “welcoming environment” campaign and in response to data collected in 2012 the focus switched to development and implementation of a First Year Experience program.

Student feedback regarding the enrollment process resulted in the implementation of a wait list function. When the enrollment maximum is reached for a class, students are now able to put themselves on a wait list in the event a seat becomes available. Students are notified when a seat becomes available in a previously full class and are given an opportunity to enroll at that time.

The Student Life Office was created to focus on student engagement, as a direct result of student feedback. This office has increased the engagement opportunities for students including in areas such as student government and student leadership. The number and diversity of student clubs has increased. In addition, a vigorous schedule of events has been developed and implemented aimed at cultural diversity education and student engagement.

3I2. The culture and infrastructure of Black Hawk College support the improvements being made. The college strategic plan calls for providing the opportunities and tools that will enhance teaching and learning and will assist learners in achieving their desired academic goal. Outlined action items in the plan lay the groundwork to assess and identify activities and new programs that will assist in meeting the objectives to reach the overarching goals of the college. Funding through the Title III grant has enabled the college to improve online support services for students and establish an early alert process that closes the communication with faculty making referrals. Additionally the well-established connection between strategic planning, annual unit plan, BFO and the utilization of student listening and learning resources (survey data) provide the basis for the selection of specific improvement processes.

The college continues to support benchmarking opportunities (Continuous Quality Improvement Network (CQIN)) with other higher education institutions and Baldrige award winning organizations to the benefit of the college. With initiatives such as “creating welcoming environment”, “core value reflections” and “above/below the line accountability”, the college continues to be successful in using benchmarks and data-informed process improvements in support of student success and stakeholder satisfaction.