



March 15, 2013

Thomas Baynum, President
Black Hawk College
6600 34th Ave.
Moline, IL 61265-5899

Dear Dr. Baynum:

As you are aware, Black Hawk College is a long-time participant in the Higher Learning Commission's *Academic Quality Improvement Program* (AQIP). We at the Commission appreciate your institution's participation in AQIP, and we hope that the program has met your institution's quality improvement needs in the past and will continue to do so in the future.

It is with an eye toward the future that I write to you today. As you know, your institution submitted its Systems Portfolio in November 2012 (per our established schedule), and it did so as part of our Systems Appraisal pilot project. Since last fall, the appraisal process has unfolded with a team of peer reviewers identifying your institution's "strengths" and "opportunities" in relation to the nine AQIP categories. Consistent with past appraisals, we think you will find the team's comments instructive.

Less clear, perhaps, will be the team's feedback in relation to the Commission's Criteria for Accreditation and core components. Although appraisal teams have been asked for many years to consider the criteria and core components by means of a cross-walk, the rigor of this portion of the team's review increased last fall as part of our pilot. This increased scrutiny came about with the implementation of the new criteria, along with a new AQIP requirement that appraisal teams indicate whether the criteria and each core component are:

- "strong, clear, and well-presented";
- "adequate but could be improved"; or
- "unclear or incomplete."

In the spirit of the Systems Appraisal process, we chose these phrases deliberately to enable a proactive review of the criteria and core components so that any concerns can be corrected prior to reaffirmation of accreditation. We consider these an effective early warning system.

Please note, however, that at the point of reaffirmation, the terminology will shift to be consistent across all HLC Pathways (AQIP, Open, and Standard). At reaffirmation, teams will determine whether the criteria and core components are: "met," "met with concerns," or "not met." A finding of "not met" at the time of reaffirmation will result in a sanction recommendation, no matter the institution's pathway. In light of this significant change in Commission policy, we consider the early warning system described above—a system that

is embedded within the portfolio and appraisal processes—important to the ongoing success of AQIP institutions.

With that distinction stated, and in light of the Systems Appraisal Team Report for your institution, an additional requirement is now necessary. In instances where the appraisal team has indicated that a core component is either “adequate but could be improved” or “unclear or incomplete,” we are requiring that your institution address these areas in its Quality Program Summary Report—a document that is prepared in preparation for the upcoming Quality Checkup. (You may also, at your discretion, address them sooner in the institution’s response to the Systems Appraisal Team Report but this is not required.) We ask that you address these items in your Quality Program Summary Report because that document will be of central importance to the Checkup Visit team as it prepares to visit your campus. We want the team to be able to assist your institution effectively, and we ask that your completed Quality Program Summary Report be limited to 20 pages.

In stating this requirement, we recognize that your institution may have already additional evidence that didn’t make it into the Systems Portfolio or that relevant evidence may have been touched upon but not featured due to space constraints. Whatever the circumstance, our aim is to assist your institution by means of this early warning system and to capitalize upon the expertise of peer reviewers during the Quality Checkup. Please know that your institution’s accredited status is not affected by this follow-up. There is nothing in this current review process that requires Commission follow-up through any decision-making body. Again, the aim is to address proactively any gaps or issues so that they do not present problems later.

We also recognize that this new approach toward reviewing the criteria, as piloted, may not have been communicated as clearly as we may have wished. Thus your suggestions for improvement are critical as we look to revise this process further in the coming months. Our aim is to carry forward the historical continuous quality improvement focus of the Systems Portfolio and to provide a robust Systems Appraisal report that contributes to your institution’s quality processes and also provides a means by which any compliance concerns can be remedied prior to reaffirmation. I urge you and your team to review your report carefully and then to contact your staff liaison (copied below) with questions or concerns. Please also share your suggestions during the upcoming Annual Conference and the AQIP Colloquium. Of course, a simple telephone call is also welcome any time.

Thank you again for your participation in AQIP and for your thoughtful guidance as we move forward.

Sincerely,



Eric V. Martin, D.A.
Vice President for Accreditation Relations

cc: Kathleen M. Malcolm, ALO
Dr. Tim Gallimore, VP Accred. Relations

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

BLACK HAWK COLLEGE

February 25, 2013



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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ELEMENTS OF BLACK HAWK COLLEGE'S FEEDBACK REPORT

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently the team's report may omit important strengths, particularly if the institution were too modest to stress them or if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly the team may point out areas of potential improvement that are already receiving wide-spread institutional attention. Indeed it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

Reflective Introduction & Executive Summary: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and

comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying (and also coding) strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's *Criteria for Accreditation*. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the organization by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state as well as its

proposed future state. As such, it is imperative that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

REFLECTIVE INTRODUCTION AND EXECUTIVE SUMMARY FOR BLACK HAWK COLLEGE

The following consensus statement is from the System Appraisal Team's review of Black Hawk College's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

Black Hawk College serves over twelve thousand credit students and nearly four thousand non-credit students within their nine county service area through their two campuses and three centers. In addition to offering forty-eight transfer and 45 terminal degrees, BHC serves the needs of the underprepared student, students with disabilities, ESL students, and students wishing to obtain their GED. BHC has over eight hundred employees, most of whom are members of one of the College's four unions. Apart from traditional on-site classes, BHC delivers instruction through distance learning, computer-based instruction, service learning, and learning abroad with a varied term selection of the traditional sixteen-week, eight-week, and twelve-week mini-mesters.

Shared governance is organized through the Board of Trustees, President's Council, faculty and staff unions, and teams and councils. A commitment to quality that began with a Baldrige approach wavered under significant leadership challenges. Renewed energy for a quality approach recently occurred with new staffing and committee structures resulting in new AQIP Action Projects and this Systems Portfolio.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Black Hawk College's** achievements and to identify challenges yet to be met.

- BHC is a college committed to student learning and academic excellence. Additionally, the long history of a commitment to quality is evident in the efforts that the College has implemented or is currently working to improve. Nonetheless, there does appear to be a great number of efforts that are disconnected. The College has recently developed curriculum-level learning goals for general

education, but there does not appear to be the same level of effort for determining specific program-level learning goals and co-curricular goals. Further, the efforts related to assessment, although underway in a variety of areas, appears uncoordinated and has yet to be tied to specific goals, outcomes, and levels of desired achievement for student learning and development at the curriculum and program levels. It is vitally important for the College to develop an integrated system of planning and assessment that ensures alignment of activities and efforts across disciplines and programs, curricular and co-curricular opportunities and non-credit offerings, that includes processes for defining measurable goals and objectives for its numerous and varied activities.

- BHC has some planning processes in place and makes use of the input from advisory groups, College foundations, College faculty and staff, and other stakeholders to inform its practices. BHC has positive accomplishments, but is unclear from the portfolio the nature of the results. The use of comparative and longitudinal data, specific measures, and clearly stated analysis of assessments of results may provide more insight for effectively guiding BHC in accomplishing other distinctive objectives. While the College describes its community outreach as the primary focus of *Accomplishing Other Distinctive Objectives*, there is an opportunity for BHC to broaden its view of this category.
- BHC utilizes a number of methods and sources to gather information from its students, but the College has the opportunity to demonstrate how it analyzes those results and who/how decisions are made as to what improvements are needed. Little or no information is gathered from its other stakeholders. The College might benefit from taking steps to establish a systematic and comprehensive approach for data gathering, analysis and utilization regarding its non-student stakeholders.
- BHC states its processes for valuing people reveal a systematic maturity level and sees evidence of the beginning of the transition to aligned processes. College committees develop and deploy appropriate training programs; many related to health, safety, and security. The College states opportunities reside in the consistent implementation of the new employee evaluation process and the Elucian HR software system. The College would benefit from the alignment of activities and processes with gap analyses to support continual improvement.
- While BHC reports its processes for leading and communicating at the systematic maturity level, it recognizes challenges in recent years due to significant leadership changes. The College

recognizes the need for leadership development and improved communication. This vulnerability along with continuing communication challenges among departments has assisted the College in identifying several opportunities to address in the future. The next steps should focus on establishing a reliable process for regularly collecting and analyzing data and information for trend analysis and benchmarking purposes. Leadership succession planning will also be strengthened by a more systematic approach to identifying needs and covering key areas.

- BHC lists a series of systems (Administrative Support, Human Resources, Student Support Services) which it reports as aligned with the College's strategic plan. The College should give some priority to documenting the use of data in its decision-making processes relative to identifying and meeting the administrative support needs of employees. If the College creates systematic and comprehensive processes for prioritizing, planning and implementing improvements relative to *Supporting Institutional Operations* overall, it will be able to respond more effectively to the opportunities it has identified and will be better able to identify additional opportunities for improvement. Identifying benchmarks and performance targets and publishing them in planning documents would help everyone understand how decisions are made and would facilitate change processes.
- The College describes its processes of measuring effectiveness as systematic and aligned with appropriate areas of the College. Black Hawk College is implementing new information technologies (including Early Alert) that will allow the College to customize, streamline, and become more effective in meeting student and stakeholder needs. It also employs the use of the dashboard and WEAVEonline for informing and analyzing performance of the work systems within the College. A new data warehouse will be implementing in early 2013 which will provide broader accessibility for data analytics. College demonstrates a commitment to creating a culture of data-driven decision-making, planning and improvement. The College is building a strong foundation for measuring institutional effectiveness and, in particular, is working on its data warehouse. As it continues to develop processes and systems for measuring effectiveness, the College needs to define and systematize their processes for data gathering, analysis, data-driven collaborative decision-making, and dissemination of data and analyses. In addition, the institution may benefit from more clearly delineating its planning processes and activities designed to measure effectiveness. When multiple year data is available in a number of areas, the College will be able to consider trends and judge the effectiveness of instruments and approaches.

- Black Hawk College identifies processes for planning continuous improvement which in the strategic planning process are aligned with the strategic objectives and unit action plans. BHC also reports its operational processes are transitioning to alignment. The College sees itself as having a more clear overarching picture of its CQI goals, but it is still working on the implementation at the operational level. BHC reports the WEAVEonline system provides the Institution with a mechanism by which to document, track, and measure individual unit performance as well as provide evidence of institutional performance and progress.
- The College has strong relationships with business and industry and other educational entities, particularly K-12. Data and information collection, analysis, and recommendation components of the process need to be better defined and implemented into the operational routine of the organization. Without the implementation of measures to determine the effectiveness of *Building Collaborative Relationships* it can be difficult for the College to discern how effectively and efficiently its external and internal relationships function for continuous quality improvement.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

STRATEGIC CHALLENGES FOR BLACK HAWK COLLEGE

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the Institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities as well as shaping strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's *Criteria for Accreditation*. That portion of the team's work is presented later in this report.

Knowing that **Black Hawk College** will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- The College has recently developed curriculum-level learning goals for general education, but there does not appear to be the same level of effort for determining specific program-level

learning goals and co-curricular goals. Further, the efforts related to assessment, although underway in a variety of areas, appears uncoordinated and has yet to be tied to specific goals, outcomes, and levels of desired achievement for student learning and development at the curriculum and program levels. It is vitally important for the College to develop an integrated system of planning and assessment that ensures alignment of activities and efforts across disciplines and programs, curricular and co-curricular opportunities and non-credit offerings, that includes processes for defining measurable goals and objectives for its numerous and varied activities.

- As it continues to develop processes and systems for measuring effectiveness, the College needs to define and systematize their processes for data gathering, analysis, data-driven collaborative decision-making, and dissemination of data and analyses. In addition, the Institution may benefit from more clearly delineating its planning processes and activities designed to measure effectiveness.
- Aligning activities and processes with comparative and longitudinal data, specific measures, and clearly stated analysis of assessments of results would provide more insight for effectively guiding BHC in accomplishing continuous improvement.

AQIP CATEGORY FEEDBACK

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn: This category identifies the shared purpose of all higher education organizations and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire

institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Black Hawk College** for Category 1.

BHC has an opportunity to develop formal processes for determining whether its curriculum is competitive with that offered by peer institutions and/or aligned with transfer institutions. This opportunity would allow resources to be used wisely and provide programs that are needed and should be successful for the community.

1P4, S. Black Hawk College uses a five-year review process to ensure academic programming is responsive to learning goals, students' career needs, and the employment market. It involves collaborative discussions between internal and external stakeholders. In addition the College describes a process for assessing course transferability, ESL, Adult Education, Disability services, and underrepresented groups through a diversity goal.

1P5, S. BHC has a system of assessments and tools (COMPASS being one instrument), including advising sessions with program specialists (working in partnership with faculty), through which students are evaluated for College readiness and preparation for admission to specific programs. Student assessments are aligned with non-credit/credit and adult education. Students assessing into remedial level courses are reevaluated during the first weeks of enrollment to validate placement.

1P6, S. The College employs a variety of communication methods to generally inform students of the preparation requirements for success in courses and degrees. These methods are disseminated through dual credit programs, recruiters, Admissions, Advising, Career Services, ABE, orientation, Disabilities Services, etc. Student services aid in the communication process through registration in adult education, orientation, disabilities, TRiO, and course syllabi. Continuing education offerings are described in the PACE course schedule.

1P7, O. Although the College describes several processes for assisting students in selecting programs of study that include extensive community outreach initiative for introducing middle and high school students to the possibilities of a college education, the BHC Career Service

Center, and the Advising Center, career and program advising appears to be an optional activity for students – descriptions of activities frequently include the use of the word “may”. BHC might consider a more active or intrusive form of advising on degree, program and course selection and incorporate a process for ongoing evaluation and assessment of those advising processes.

1P8, S. BHC has a broad array yet aligned set of processes to deal with underprepared students including early identification prior to enrollment, early alert, targeting orientation, specific course structures for gateway courses, re-take courses, and other avenues. Further, BHC has implemented a Developmental Education Taskforce to determine how to best intervene in the low success of developmental students. Recent improvements, such as the Early Alert process and hiring a Student Retention Coordinator to assist with coordinating retention efforts and special needs of at risk populations, as well as the general student population, demonstrate the College’s proactive approach to promoting student success.

1P9, O. Although BHC does provide professional development opportunities related to learning styles, there does not appear to be a systematic approach to learning styles with the exception of Adult Education. Further, there is no evidence that students other than those with documented disabilities are encouraged or required to determine individual learning styles. The College might benefit from developing a systematic process to ensure both faculty, staff, and students have access and opportunity to determine learning styles.

1P10, O. Although BHC discusses access related to special groups, there is little evidence of addressing other special needs such as clubs for non-traditional and minority students (27.4% are minority), on campus amenities for commuters and food bank for needy students. Extending services to these groups may be helpful in student retention and success.

1P11, O. The College appears to have a disaggregated set of activities and processes related to defining, documenting, and communicating expectations for effective teaching and learning, ranging from the formal advancement process to the optional Faculty Teaching Enrichment Event. Further, it appears that beyond focused professional development on Adult Ed, faculty and cross-institutional focus on assessment, the majority of effort and determination occurs at the departmental level. Without an integrated process, communication is likely to be difficult, processes will be executed in different ways, and the individual areas of strength may be less effective. BHC might benefit from developing a process that systematizes and aligns these seemingly disparate efforts.

1P12, SS. BHC has an effective and integrated process (involving the Vice President for Instruction, Deans, Registrar, Advising, Student Services, and Enrollment Services personnel) centered around the Master Core Schedule to determine its best approach to building a course delivery system including face-to-face, online, hybrid, condensed, and time of day. Further, the College also aligns Adult Ed courses with K-12 schedules and the MetroLINK bus schedule. Non-credit course schedules are determined by surveying community needs. BHC's use of the Master Core Schedule is evidence of the College's commitment to meeting the students' need for predictable, conflict free course schedules.

1P13, O. BHC relies on its Curriculum Committee and its program review process to ensure that programs and courses are up to date and effective, but it does not describe how that review is conducted, how the results are used and shared to inform and guide improvement and how/the extent to which its external stakeholders, such as advisory boards, contribute to that review and analysis. BHC has an opportunity to expand its process to include the larger campus community and its other stakeholders in this critical curriculum improvement process, particularly as it works to link program review to the annual budget for evaluating the achievement of student learning outcomes.

1P14, O. The portfolio does not include a description of the process used to identify courses and our programs for possible discontinuance, and/or how the data are used to determine an appropriate course of action. The College could benefit from a formal evaluation process for program changes based on data, including workforce needs and trends, so as not to rely on enrollment data as an indicator of need.

1P15, O. BHC uses many methods to identify changing learning support needs, including internal communication, research, nationally normed surveys, such as SENSE and Noel-Levitz, focus groups and student success rates but it is unclear how the College develops new learning support areas to accommodate student and faculty needs in the learning, development, and assessment process.

1P16, OO. The College offers a range of co-curricular activities that contribute positively to the students' experience, but the portfolio does not indicate whether they have co-curricular goals nor does it describe how it ensures that such activities are aligned with curricular learning goals. The College has an outstanding opportunity to more intentionally define learning goals and outcomes for its co-curricular activities that link directly to one or more course or program learning

outcomes so as to ensure alignment.

1P17, OO. BHC indicates that it “determines that students awarded degrees have met learning objectives” but it provides no description of the process by which this occurs. BHC further indicates that it uses data from several measures to inform successful completion and transfer rates. Standardized exams and those awarding certification are used to demonstrate knowledge and skills for those fields requiring one. These are indirect measures of student learning and by themselves cannot provide the Institution with the information it needs to assess the quality of its academic programs. Further, the College does not explain how students in other disciplines demonstrate, other than through the grading system, whether students meet learning expectations. The College has an opportunity to develop and implement a comprehensive assessment program concentrating on its general education core learning objectives through which student accomplishment across its varied degree and certificate programs can be evaluated and documented for all graduates. The assessment plan should also include program-specific learning goals when appropriate.

1P18, OO. While activity has been on-going regarding the general education student learning outcomes, there appears to be only a goal for building processes for program outcomes that align with program reviews. It is imperative that the College develop an assessment plan that describes a cyclical plan for on-going learning assessment both in general education and specific disciplines for program attainment. It is also necessary to develop a plan for how the College will align and assess co-curricular outcomes within a continuous improvement cycle. The College has an outstanding opportunity to develop a more formal and structured process for designing, implementing and evaluating student learning.

1R1–2, OO. While the College results are extensive with indirect measures for transfer, graduation, degrees awarded, persistence rate, course success rates, and developmental course advancement, it does not provide direct learning results for common, development, and specific program learning outcomes. The metrics do not appear to be connected to specific student learning outcomes. It is imperative that BHC select a cohesive and comprehensive set of measures and metrics to evaluate student learning and development.

1R3, OO. While the performance results provided are a good illustration of the assessment occurring at the program level, the College offers no direct results of student learning related to its general education core or program specific goals/competencies. It is imperative that BHC

develop concise program learning objectives and develop/implement program level assessment plans.

1R4, OO. The College recognizes that it has an opportunity to develop measures and gather results by which it determines that students completing its courses, programs and degrees have acquired the knowledge and skills required by its stakeholders. Outcomes from transfer success rates, standardized exit exams, number of students employed in their field, employer surveys, graduate surveys, and focus group results could provide evidence that students have acquired the knowledge and skills required by the College's other stakeholders (employers, transfer institutions, etc.).

1R5, O. BHC provides limited performance results for college-based services from only one survey, NLSSI. Developing and identifying a broader set of metrics analyzed longitudinally might provide BHC with greater insight into its students needs relative to learning support processes.

1R6, O. While, BHC does compare itself to other institutions both statewide and nationally using the ICB, NLSSI, and NCCBP, the College offers no comparative data results for BHC to other higher education institutions and outside organizations. BHC could benefit from the development, analysis and use of additional timely and relevant, external comparative data sets.

1I1, O. The College described improvements made in developing systems for helping students learn through some assessment activities. However, it is necessary to develop systems that will continually measure effectiveness of learning and provide options for improvement.

1I2, S. In the face of turnover, BHC purports to be focused on its continued commitment to maintaining a quality educational environment where its employees are committed student success, the provision of programs that meet the needs of business and industry, and to serve the needs of the community.

AQIP Category 2: Accomplishing Other Distinctive Objectives: This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures,

analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Black Hawk College** for Category 2.

BHC has responded to the distinctive objectives in economic development, community services, and instructional support through the future employment of a Dean of Business Development and Technology. The College uses WEAVEonline for planning and reporting. It sees its foundation, community outreach and economic development activities, which were reported in this category, as being more isolated in their operations.

2P1a, S. BHC has three year planning structure and six-step process in place to address non-instructional processes related to Economic Development, Community Service, and Instructional Support. Additionally, BHC recently restructured a dean's position to address some of self-identified issues in aligning efforts.

2P1b, O. Although BHC has planning and processes related for Economic Development, Community Service, and Instructional, these efforts appear disconnected and uncoordinated, particularly in relation to the Foundations. The College might strengthen this area through conducting an overall analysis of all these areas in order to centrally-coordinate processes that leverage resources, minimizes duplication of effort, and ensures informed decision-making and prioritization of new programs and services.

2P2, S. Institutional objectives are determined for external stakeholders based on the College's strategic planning process and longstanding connections with the local community including advisory boards, planning councils, Chamber of Commerce, community service agency boards as well as other task forces. Report analysis and donor feedback are critical components in determining major non-institutional objectives.

2P3, O. Although BHC communicates expectations internally both vertically and horizontally through departmental and administrative means; communication externally seems less comprehensive. BHC might benefit from developing methods to communicate non-instructional objectives to all stakeholder groups in a systematic and structured manner.

2P4, O. Although BHC states that strategic objectives are reviewed and assessed within the context of the College's broader vision, mission, strategic plan, and unit planning process and also highlights successes that resulted in 1,000 more enrollments in the College for Kids program, the College has not demonstrated how it processes and analyzes the vast array of initiatives and

who is involved with making specific decisions. This provides Black Hawk College an opportunity to demonstrate how successes were provided and a means to replicate that process across the Institution.

2P5, O. Although the College indicates that it evaluates staff and faculty needs as part of the annual planning and performance reviews cycles, BHC does not provide information on how it determines faculty need other than provision for potential faculty hires. The College has an opportunity to develop more proactive planning and needs assessment processes to better anticipate the changes needed to meet the needs of faculty and staff relative to its non-instructional programs and services.

2P6, O. Although BHC states they have a process for incorporating information on faculty and staff needs in readjusting objectives or processes that support them, apart from using WEAVEOnline as a planning tool, the process is not described. The College has an opportunity to develop a comprehensive assessment program for its non-instructional programs to ensure that the needs of all stakeholder groups are considered in the process of assessing the effectiveness of those programs.

2R1, OO. The College provides an annual report of economic impact related to some of its support functions, it does not describe the measures by which it evaluates the effectiveness of those programs over time and it does not describe how those results are analyzed to guide and inform improvements. It is imperative that BHC develop measures through which it can continuously assess its non-instructional programs and goals.

2R2, O. Only one year of data is provided for the required economic impact grant reporting in figure 2R2-1 with no longitudinal data included. The remaining economic impact data is not quantified such as the FY12 performance goals. Further, data in community service or in the Foundations is either anecdotal or balance sheets/holdings with no metrics or comparators provided. BHC might benefit from developing a distinct set of metrics and intended performance indicators that would allow for benchmarks and comparisons longitudinally.

2R3, OO. Results for the performance of processes at BHC have not been compared with performance results of other higher education institutions or organizations outside of higher education. BHC acknowledges the importance and future benefit of comparative data for setting benchmark and seeking best practices.

2R4, O. BHC is a community partner and responds to the needs of the community; however,

without performance results data it is difficult to get a clear picture of this relationship and determine what changes must be made to strengthen and enhance programs and partnerships. An opportunity exists to further define *Other Distinctive Objectives* with baseline data as a starting point for improvement, thus providing evidence of relationships established with the communities and regions BHC serves.

2I1, O. Although BHC recently added a new dean position and moved all related instructional operations under the same VP, there does not appear to be any intention to create systematic and comprehensive processes and performance results in this category. BHC might benefit from evaluating the overall linkages and distinct purposes across the areas of economic development, community services, and the Foundations.

2I2, OO. BHC has not shown a culture or infrastructure to establish targets for improved performance results. It is difficult to determine how the existing human resource infrastructure has improved significantly. The Institution has an outstanding opportunity to focus on quantifying its results so both internal and external stakeholders are aware of how the Institution is meeting the needs of the community.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs: This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Black Hawk College** for Category 3. *BHC collects longitudinal data with corresponding benchmarks at the learner, community, and internal stakeholder levels on a scheduled basis. The College indicates that analysis of the results is performed through committees/sub-committees, and findings and recommendations are shared with the BHC community. The College reports resulting actions are reassessed to determine if the practice was effective.*

3P1, S. BHC utilizes a variety of methods including market research, Facebook, CCSSE, Sense, and the College website to identify the changing needs of student groups for both credit and non-

credit programs. Documentation of changes and improvements is facilitated by the WEAVEonline unit planning process where action plans are developed by individual departments and when appropriate, cross departmental teams.

3P2, S. BHC describes key components including that assist in building and maintaining student relationships through recruitment, individualized sessions, orientation, faculty advising, career services presentations, and financial aid connections. Student focus groups/forums in concert with active clubs, organizations, and activities coupled with the TRIO Student Support Services, tutoring and an early alert system collectively keep students engaged with the Institution.

3P3, O. Although BHC interacts with seven distinct key stakeholder groups and obtains community satisfaction information by means of the Community Perception Survey and performs a SWOT analysis of the strategic planning process, it is unclear how analysis is used for inform future changes in needs. BHC might benefit from articulating how it interacts with the key stakeholder groups and how improvements are made based on data provided.

3P4, S. BHC students, employees, and trustees are active in the community and two-way communication is established with key groups such as the Chamber of Commerce, and economic development groups, local United Way organizations, Rotary and Kiwanis Clubs, Junior Achievement, The Boys and Girls Clubs, and the Martin Luther King Center.

3P5, O. Although BHC determines if it should target new student or stakeholder groups with educational offerings and services through environmental scans, academic unit planning, advisory councils, Chamber of Commerce, and Workforce Development Board, it is unclear how or if the process is systematic, assessed, and communicated college-wide. BHC might benefit from developing systematic and aligned processes to review information and guide the decision-making process.

3P6a, S. Black Hawk College has five distinct channels for collecting and resolving student complaints based on the issue: student services related, academic matters, affirmative action/equal employment opportunity related, financial and risk management related, and police matters. Steps are outlined for completion of each complaint.

3P6b, O. The College recognizes its opportunity to develop a process through which it analyzes the complaint information, particularly for external stakeholders it receives and to plan appropriate courses of action in response to those analyses. Building systematic and comprehensive processes of analysis and decision making may help the Institution identify and

respond effectively to significant opportunities for improvement.

3R1, O. Although BHC identifies instruments such as NLSSI, SENSE, and internal measures to evaluate student satisfaction, there does not appear to be a clear set of metrics for all stakeholders. The College might benefit from developing a clear set of metrics for measuring *Students' and Other Stakeholders' Needs*.

3R2, S. Black Hawk College reports increases in performance results in many aspects of student satisfaction through Noel-Levitz SSI, SENSE, which exceeds the 2011 National Benchmark for all three questions, TRIO Student Satisfaction Survey, Advising, and their Graduate Follow-up Survey.

3R3, S. Black Hawk College has performance results that indicate the Institution has successfully built relationships with students. It appears that the Institution makes students feel welcome and the students' perception is that the campus staff are caring and helpful relative to other community college campuses.

3R4-6, OO. BHC did not respond to questions 3R4-6. BHC reported limited survey data on student services and no clear metrics for other stakeholders. BHC did not report performance results for stakeholder satisfaction or building stakeholder relationships. Further, the portfolio does not include nor address the absence of comparative data of other like institutions of higher education. It is essential that BHC identify metrics for comparators and for determining other stakeholder satisfaction that can be analyzed longitudinally.

3I1, O. Although BHC reports recent improvements to include changes in the processes for scheduling classes, delivery of services, freshman orientation, and class enrollment as well as the development of a Student Life Office, the portfolio does not explain the extent to which processes are systematic and comprehensive in regard to performance results. BHC might benefit from developing systematic and aligned processes to make improvements in *Understanding Students' and Other Stakeholders' Needs*.

3I2, O. Although BHC describes strategies that address activities in place for improved performance results, it is unclear how strategies within the strategic planning process are evaluated for continual improvement. Further the College does not demonstrate how its culture and infrastructure help select specific processes to improve and how targets are set within the organization. BHC might benefit from developing systematic and aligned processes to make

improvements in *Understanding Students' and Other Stakeholders' Needs*.

AQIP Category 4: Valuing People: This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Black Hawk College** for Category 4.

BHC states its processes for valuing people reveal a systematic maturity level and sees evidence of the beginning of the transition to aligned processes. College committees develop and deploy appropriate training programs; many related to health, safety, and security. The College states opportunities reside in the consistent implementation of the new employee evaluation process and the Elucian HR software system.

4P1, S. BHC identifies minimum specific credentials, skills, and values required for faculty and administrators based on ICCB requirements. The performance appraisal process has recently been revised, and the BOT has adopted a set of core values which was developed through a collaborative process based on structured conversations with faculty, staff, and administrators.

4P2,S, BHC's hiring process has a number of steps in place to make certain that individuals employed have the requisite credentials, skills, and values. This is accomplished by utilizing behavior-based interviews, reference checks, review of letters of recommendation, transcript analysis, and requiring the applicant to certify accuracy of their information. The Vice President for Instruction and the Deans of Instruction developed the adjunct faculty competency document, which serves as a guide to department chairs and deans in the hiring of part-time faculty.

4P3, S. BHC recruits from job fairs, electronic interest cards, and NEOGOV. Some attention has been given to job advertisement to promote diversity hires and through its Affirmative Action Plan. BHC has faculty and staff mentor programs to aid new employees transition into the campus culture. As part of its employee retention efforts, BHC provides a variety of benefits, many of these are also afforded to part time employees as well.

4P4, S. BHC has processes in place to orient employees on its history, mission, and core values including Experience BHC, quarterly area updates, College computer network, and wallet-sized core value cards.

4P5, O. Although BHC has stated that changes in personnel is a standing agenda item for the President's Cabinet, it is difficult to ascertain what processes, if any, are utilized in establishing succession planning or projecting needs or reductions. The College has an opportunity to be more strategic rather than reactionary when presented with needs or changes in personnel.

4P6, O. Although BHC aligns work processes and activities with the strategic plan, unit plans, and cross-functional teams and manages the efforts with WEAVEonline, there does not appear to be an effort to support and determine employee satisfaction in relation to organizational productivity. The College would benefit by offering employees the opportunity to participate in college-wide improvement efforts, allowing for identifying, analyzing, and improving, and developing a single, aligned process plan might benefit the Institution.

4P7, S. BHC mandates FERPA training, introduces core values weekly, and distributes core value cards. In addition, they have aligned institutional policy with State Code to ensure ethical practices of all employees. The Faculty Senate Institutional Review Board has been established to ensure integrity of research and scholarly practice.

4P8, SS. The College has several methods for determining employee staff development needs. In addition, it is a partner in a network of other higher education institutions in Illinois for the collaboration of providing lifelong learning. The College aligns its training with short- and long-range organizational plans. The needs analysis system is in place.

4P9, O. BHC uses various approaches for training and developing all groups of employees for effectively contributing to the College mission through orientation for new employees, Staff Development Week, the Teaching Learning Center and the Excellence in Teaching Certificate Program, a mentoring program, and supervisor training and development program. It is unclear if these activities are effective and how they actually improve effectiveness. Developing a fully aligned system that promotes continuing professional development may enhance employee productivity and satisfaction.

4P10, O. While BHC conducts personnel evaluations for both full-time non-faculty and faculty, there does not appear to be a process in place for PT employees or adjunct faculty and these

processes seem disconnected. The revised process for non-faculty will include a self-evaluation and a report by the supervisor. Faculty evaluations are conducted for retention, tenure, and promotion. The process is delineated within agreement between the Board of Trustees and the Black Hawk College Teachers Union. It is not clear that BHC aligns the performance evaluation system with the objectives for both instructional and non-instructional programs and services. Further, BHC does not provide any information on the evaluation of the supervisory personnel (administrative).

4P11, O. The portfolio contains a description of various awards and recognitions but it does not describe how those activities are designed to promote the College's strategic plan and/or its objectives for both instructional and non-instructional programs and services. The College has the opportunity to improve its employee recognition process by developing metrics and by linking recognition to accomplishments relative to specific College goals, objectives, and improvement initiatives.

4P12, O. Although the College has been regularly administering the PACE survey since 2004, there is no indication of comprehensive and systematic data gathering related to employee motivation. The Institution might benefit from developing and implementing other measures of employee satisfaction and motivation to identify more targeted opportunities for improvement.

4P13, S. BHC evaluates employee satisfaction in regard to health, safety, and well-being by utilizing the PACE survey and provides College health insurance, use of on campus fitness centers, wellness education activities, safety videos, and, routine fire drills along with quarterly supervisor updates regarding safety at BHC. In addition, the College maintains an emergency response plan to protect lives and property in the event of an emergency.

4R1, O. Although performance results are provided in 4R2, there does not appear to be a clear set of measures identified for *Valuing People*. BHC might benefit from developing a set of metrics to evaluate and analyze on a regular basis.

4R2, O. Although BHC has provided PACE, NCCBP, and BHC crime statistics for results in *Valuing People*, the data suggests utilization of these training opportunities and indicating actual advancement would an important measure and that information is not provided.

4R3, O. BHC provides evidence for employee perceptions of the extent to which the actions of the College reflect its mission, the curriculum review process, non-credit course enrollment, apportionment credit hours, and 5 credit course 10th day capacity; however, there is no indication

of effectiveness in achieving institutional goals. BHC might benefit from developing a clear set of metrics for *Valuing People* that include measures for employee productivity and effectiveness.

4R4, O. Although BHC compares its grievance and harassment rates with NCCBP, an opportunity is presented to identify and compare performance of processes for *Valuing People* with peer institutions.

4I1, O. BHC describes improvements incorporated in the area of Valuing People. It is unclear from the portfolio how these improvements align with the data results as presented in 4R1-4. It is also unclear how or whether systematic and comprehensive processes are under development to analyze, evaluate, and improve these processes.

4I2, O. BHC has a culture that allows the infrastructure needed to improve performance and set targets – Labor Management Council, Faculty Senate, etc. It is not clear that processes for improvement are regularly decided upon and targets then established by the Institution. A next step would be to leverage this culture and infrastructure to address the deficiencies in developing metrics and setting targets for *Valuing People*.

AQIP Category 5: Leading and Communicating: This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Black Hawk College** for Category 5.

BHC reports its processes for leading and communicating at the systematic maturity levels. Although the College was recognized as having strength in its overall leadership system in the past, it has met challenges in recent years due to significant leadership changes. Recognizing this vulnerability along with continuing communication challenges among departments, the College has identified several opportunities to address in the future. Additionally, the College has employed a new tool, WEAVEonline, to help provide a platform to help move the efforts forward in a cohesive and consistent manner.

5P1, S. BHC's institutional mission and values are defined by the Board of Trustees and President with results compiled from environmental scans and focus group sessions. Reviews are held regularly by senior leaders during the strategic planning process and reaffirmed by the strategic planning committees.

5P2, O. Although the portfolio indicates that the College's leadership sets the direction of the College and that institutional action plans are identified during the planning process, it is unclear what specific processes the College's leaders use to ensure alignment of their planning with the College's mission, vision, values and commitment to high performance. BHC might benefit from a formal process through which planning efforts are intentionally aligned with the mission, vision and values of the College.

5P3, O. Although BHC leaders conduct a series of listening sessions, the inclusion of student to the board, SGA board updates, and the use of surveys, the portfolio does not contain a description of the process by which the needs and expectations of these stakeholder groups are addressed in the planning process. Having a clear process may help the College to respond to emerging opportunities and the changing needs of its current and potential students and other key stakeholder groups.

5P4, O. Although BHC's Board of Trustees attend state and national organizational events to learn about initiatives and legislation that may provide opportunities to the College. Members of the President's Cabinet listen for opportunities as well by being engaged locally, regionally and nationally. Therefore, there is the opportunity for BHC to demonstrate how this activity enhances a strong focus on students and learning.

5P5, O. The decision-making structure is described as one of shared governance committees, standing committees, and ad-hoc groups. The President's Cabinet uses the recommendations from these groups for tactical and strategic direction. The College recognizes that planning for standardizing ad hoc commissioning and chartering may be beneficial to the College for transparency and streamlining outcomes.

5P6, O. Although BHC indicates it uses a college Dashboard to monitor performance on key strategic plan indicators of effectiveness to include peer comparisons, in-depth analysis of enrollment data, longitudinal cohort success and comparison, and student at-risk intervention data. It is unclear how and when data are used in the College's decision making processes, an

opportunity exists to identify and define these measures in BHC's strategic plan to provide a comprehensive and systematic means for monitoring continuous improvement.

5P7, S. BHC utilizes two-way communication strategies between and among levels of the Institution. Labor Management Council and Faculty Senates are examples of bodies that allow for the exchange of information. Announcements are also made through myBH, internal monthly e-newsletter, and available on the College website. Faculty Assembly Days and Staff Development Days coupled with Lunch with the President provide additional opportunities for communication within the organization.

5P8, S. The President's Cabinet leaders communicate the College mission, vision and values; senior leaders carry the mission and values to new employees; a "core value campaign" further disseminates the message; and finally, each BOT meeting begins with a core value reflection.

5P9, O. The sharing of best practices is encouraged, but the College does not appear to encourage or formally promote training and development of leadership skills specifically. Leadership development programs may enable the Institution to respond to unexpected changes in personnel and better meet its need for a more proactive succession planning process.

5P10, O. BHC recognizes an opportunity to develop and implement leadership succession plans.

5R1-2, O. The College describes performance measures for operating within the framework of core values; open and ethical communication; leadership in meeting the needs of students; level of trust; information sharing; and, finally, the comfort level in approaching the President. For each topic, the College has opportunities for improvement. There are additional opportunities for developing measures for leading and communicating as well as developing strategies for improvement following each strategy. While the College states action plans are developed by unit, with responsibility for the plans by Cabinet members, the alignment process of gap to strategy to measurement to analysis is not described.

5R3, O. Although BHC identifies external comparators including ICCB, NLSSI, SENSE, PACE, and NCCBP, it would benefit the College to have specific metrics or performance results for improving *Leading and Communicating*. An opportunity exists to identify measures in alignment with the strategic plan which parallel with peer institutions to compare performance results.

5I1, O. Although some improvements were identified, the efforts do not appear to be systematic and comprehensive as evidenced by the lack of identified metrics in 5R1-3. BHC might be able

to become more systematic and comprehensive through developing metrics and measures and using the results to help target areas for improvement.

5I2, O. While it is important for the College to be guided by the mission, vision and core values of the Institution and a culture of continuous improvement, it is unclear how processes are selected to set targets for performance results in *Leading and Communicating*.

AQIP Category 6: Supporting Institutional Operations: This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Black Hawk College** for Category 6.

BHC lists a series of systems (Administrative Support, Human Resources, Student Support Services) which it reports as aligned with the College's strategic plan.

6P1, S. Black Hawk College identifies support service needs of student and other stakeholder groups by building agenda items during the Board of Trustees meetings for communicating those needs. There is a Student Trustee elected by the student body who is a member of the BOT. The College uses other sources for data gathering such as Noel Levitz SSI and SENSE. Further, the College uses master planning with input from internal and external constituents in focus group sessions. The data gathered are analyzed and improvements are designed as a result of systematic distribution throughout the College. Of special note is the standard agenda item for employee/public comment to listen to any concerns or acknowledgements made by the constituents of the local community.

6P2, O. Although BHC uses several sources for informing the Board of Trustees of faculty, staff, and administrators' needs acquired from PACE survey results, the Labor Management Council, and the Health Insurance Oversight Committee, the College currently employs a relatively infrequent method of determining the administrative needs of its employees – relying on annual or less frequent planning events to identify needs. The College may benefit from developing a process that more pro-actively and more frequently gathers and analyzes data to anticipate changes in administrative support needs and more efficiently deploys the needed improvements.

6P3, S. BHC designs, maintains, and communicates key support processes that contribute to everyone's physical safety and security by complying with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act which makes available the index crime reports and a daily log of incidents on campus. Policies are in place regarding drugs and alcohol, sex crime prevention, and violence in the workplace. Crime logs and reports are monitored regularly to identify potential criminal trends. Crisis Intervention Teams are trained to implement the National Behavioral Intervention Team Association (NaBITA) Threat Assessment Tool when responding to a crisis. Various systems are in place to communicate alerts and action plans to the campus community to include Facebook, BHC Website, myBlackhawk, Newspaper, Traffic Signs, Everbridge Aware (phone, text, and email notifications), and local media.

6P4, S. BHC describes a defined system managing support service processes for continuous improvement through the strategic planning process and unit goals, carried forward through performance measures and unit reviews, establishing new objectives and new targets on an annual basis. Each operational unit is illustrated as work systems within the College in Figure 6P4-1. Through limited autonomy, unit process requirements, analysis, and assessment, BHC is able to respond quickly using a continuous improvement cycle.

6P5, S. BHC documents its support processes to encourage knowledge sharing, innovation, and empowerment through WEAVEonline access by work groups, administrative guidelines, BOT policy manual, faculty, staff and administrative employee handbooks, and Elucian administrative software. All student service employees have the ability to observe results from the other service units.

6R1, S. BHC utilizes a number of administrative support measures through which data regarding participation, satisfaction, effectiveness and cycle-time of various support services are gathered to include auxiliary services, facilities, information technology, and the BHC Police Department as documented in WEAVEonline.

6R2a, S. BHC identifies increases in performance results for college-based services from the Noel Levitz SSI noted in 1R5, SENSE, TRiO Student Satisfaction Survey, Advising and Graduate Follow-Up Surveys indicated in 3R2. Three-year trends point to a decrease in the performance gap between importance and satisfaction of services for registration effectiveness, academic advising/counseling, campus support services as well as admissions and financial aid.

Results from the Graduate Follow-Up Survey also demonstrate increased satisfaction with student support services.

6R2b, O. While BHC does provide performance results for student support service processes through survey analysis, the institution may have an opportunity to establish targets for this satisfaction survey and also consider additional means to quantify this performance.

6R3, S. The BHC portfolio provides data results for organizational climate satisfaction; facilities, grounds and maintenance; information technology; and safety and security with upward trends in satisfaction as a whole. More than 70 percent of employees would recommend BHC as a place to work. Metrics show a decreased performance gap between importance and satisfaction of a well maintained campus, availability of technology to support learning, along with police response time and campus security.

6R4, O. While BHC reports that it collects and shares relevant performance results, it is unclear how the data are actually used to plan and implement process improvements and what processes support those improvement efforts. The College could benefit from a well-defined decision-making process by which the appropriate decision-makers use relevant and comprehensive data.

6R5, O. Although BHC indicates comparison of performance results utilizing Noel Levitz SSI, NCCBP, PACE, and other third party measures, the College could benefit from identifying the specific measures it will use for benchmarking purposes and begin gathering and posting those results to guide and inform improvement efforts.

6I1, O. While the College has incorporated changes within categories for supporting organizational operation in risk management, online book adoptions, online book store, master facilities planning, campus police, and mandatory safety training, it is unclear how and why these initiatives were chosen for systematic improvement and how they are aligned as institutional priorities. BHC would benefit by developing comprehensive processes to support institutional operations.

6I2, O. While the utilization of WEAVEonline at BHC seems to provide the framework for a culture and infrastructure to select specific processes to improve and set targets for improved performance, it remains unclear the extent to which this computer information system is fully applied. BHC recognizes the need to more fully engage faculty, staff, and administration in taking advantage of the tools readily available to support institutional operations. Clearly articulating

this type of system would help the Institution to be more systematic in analyzing information and making changes.

AQIP Category 7: Measuring Effectiveness: *This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Black Hawk College for Category 7.*

The College describes its processes of measuring effectiveness as systematic and transitioning to aligned level of maturity. Specifically, the data request process is systematic and aligned with appropriate areas of the College. Black Hawk College is implementing new information technologies (including Early Alert) that will allow the College to customize, streamline, and become more effective in meeting student and stakeholder needs. It also employs the use of the dashboard and WEAVEonline for informing and analyzing performance of the work systems within the College.

7P1, O. While BHC currently selects data and performance information based on the strategic plan, annual WEAVEonline goals, and assessment plans, most data is distributed upon request. There does not seem to be a systematic process for actually selecting the data and performance information it gathers. The College might improve its ability to measure effectiveness by developing more systematic and comprehensive processes for selecting data to review which may yield more positive results and better communication between data sources and end users. The College will need these processes to develop and deploy its Enrollment Management Plan.

7P2, S. BHC selects, manages, and distributes data and performance information to support its planning and improvement efforts through strategic plan achievement using a Dashboard approach for tracking performance and aligning performance with goals and objectives. Departmental use of data uses the unit assessment plan with goals and objectives aligned with the strategic plan as well as the Budget for Outcomes process informing departments of financial data for analysis in developing new budget requests to support unit plans.

7P3, S. BHC uses various methods to determine needs of departments for analyzing performance information. The Office of Planning and Institutional Effectiveness, ITS, and the Elucian Database provide collected and stored data. The College portfolio describes the needs for collection of data for regulatory reporting for federal, state, local, accreditors, IPEDS, and the USDE. Unit data collection, storage, and accessibility are handled through WEAVEonline, and Program Review data are updated for academic programs.

7P4, O. While BHC has identified specific sets of Institutional data that it analyzes and reports at regular intervals, the data collected through the PIE Office from operations are disseminated only to the BHC leadership. The College has an opportunity to develop dashboards or other indicators of the Institution's overall performance that could be shared across the Institution and used in decision-making.

7P5, S. BHC describes how it determines priorities for comparative data and the criteria for selecting sources of comparative data by asking a series of questions to determine whether the data may be acquired internally or through partnerships. The sources for comparative data include: ICCB, IPEDS, NCCBP, VFA, PACE survey, and CQIN.

7P6a, S. BHC aligns its institutional goals with department and unit goals through the assessment cycle steps as identified by the acronym WEAVE. Through the assessment process, the unit plan objectives are aligned with the strategic plan goals, accreditation, budgeting, and institutional priorities. The analyses are shared through the Program Review process which culminates in the fifth year.

7P6b, O. As strong as this analysis seems for instructional programs and services, there appears an opportunity to articulate how this alignment occurs for non-instructional programs and services.

7P7, O. Although BHC describes timeliness through periodically refreshed hardware, software testing procedures as well as its learning management system, accuracy of the information systems is through the data validation process which is dependent on staff preparedness. If processes for data validation do not yet exist, the College would benefit from processes through which data accuracy and validity are regularly tested and verified.

7R1, O. BHC has an opportunity to specify performance and effectiveness measures that could provide more meaningful data apart from meeting external and internal deadlines. It is unclear from the portfolio description how the College manages for the collection and analysis of data on

a regular basis. As BHC works to fill these important gaps, the College might consider tracking and evaluating overall institutional performance for the systems used in selecting, collecting, distributing, analyzing, and managing relevant data and performance results.

7R2, O. Although, BHC provides performance information and evidence including ICCB reporting, WEAVEonline status, and the scope of measures used to assess effectiveness of programs and services; demonstrates through Figure 7R2-2 an improvement in the percentage of units completing required elements of the strategic plan components and lists all of the assessment measures along with improvement in report submission times, the portfolio is lacking what information is collected and how it is analyzed throughout the Institution. This provides BHC an opportunity to demonstrate how it is accomplishing its mission and goals via these direct and indirect measures.

7R3, O. BHC recognizes the opportunity to provide performance results for processes for measuring effectiveness comparisons with other higher education institutions and organizations outside of higher education.

7I1, O. While BHC has made progress in its quality journey with the AQIP Action Project by improving the structure and design of a data warehouse, adoption of software programs that make data more accessible and electronic workflows timelier, it is not clear how systematic and/or comprehensive BHC's processes and performance results are for measuring effectiveness. It may be beneficial to the College to articulate how the functionality of the data warehouse can be utilized to meet the overall objectives for system improvement.

7I2, S. BHC has the culture and infrastructure to support this area as evidenced by its selection of the current AQIP Action Project and its ability to move efforts forward in spite of significant leadership changes.

AQIP Category 8: Planning Continuous Improvement: This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Black Hawk College** for Category 8.

Black Hawk College sees its processes for planning continuous improvement to be more mature than its other operational processes; its planning continuous improvement is reportedly aligned and transitioning to integrated maturity levels. BHC also reports its operational processes are at systematic levels and transitioning to aligned. The College sees itself as having a more clear overarching picture of its CQI goals, but it is still working on the implementation at the operational level.

BHC reports the WEAVEonline system provides the institution with a mechanism by which to document, track, and measure individual unit performance as well as provide evidence of institutional performance and progress.

8P1, S. Black Hawk College describes their key planning processes from both a broad and deep perspective, beginning with the strategic planning process that incorporates a broad spectrum of input. The College incorporates a multi-layered planning process from non-instructional and instructional units aligned with the strategic plan, but also plans that are ancillary for operational purposes, i.e., three-year financial plan, master facility plan, academic plan. The program review process supports decision making for continuing needs of students, the Institution, and the community.

8P2, O. Although BHC utilizes the SWOT to determine high-level themes and focus areas, the College would benefit by enhancing this process to develop SMART goals and objectives as a starting point in selecting short- and long-term strategies to accomplish goals and objectives for continuous improvement.

8P3, O. Although BHC identifies the Lincoln (Baldrige) Feedback Report as a tool to develop their current AQIP Action Project, The College fully recognizes the need and benefit associated with strengthening how their AQIP teams stay focused on results and working collectively as one cross-functional team to develop key action plans to support BHC's organizational strategies.

8P4, O. BHC describes the unit planning process alignment with the organizational strategies, incorporating the BFO process for providing resources to improve effectiveness of the gap analysis. It may benefit the Institution to provide the follow-up step that will close the loop on effectiveness, coordinating and communicating results at the Institution's various levels.

8P5, O. While BHC described their process for defining objectives, selecting measures, and setting performance targets for organizational strategies and action plans by utilizing the Strategic Planning Committee and a data subcommittee, the College fully recognizes the need and benefit

to provide comprehensive guidelines and relevant resources to assist committee members in completing each task.

8P6, S. BHC links strategy selection and action plans by considering annual unit plans, BFO planning, and the Institution's commitment to AQIP and continuous performance improvement. The crosswalk displayed in Figure 8P6-Strategic Alignment illustrates the relationship between and among AQIP Criteria, strategic objectives, goals, and associated action plans.

8P7, O. Although BHC identifies assessing and addressing risk in its Strategic Planning process, it does not clearly articulate or demonstrate how this occurs for the other planning efforts and operating areas. BHC might benefit from developing a systematic and comprehensive approach to assess and address risk within the key planning processes.

8P8, O. Although BHC has structured activities in place for new employees, incumbent employees have the option to participate. BHC might benefit from ensuring that all employees, including part-time employees, have structured opportunities for adapting to changing College environment related to institutional improvement efforts.

8R1, O. Other than its analysis of budget vs. actual expenditures and credit hours and degrees conferred, there does not seem to be any evidence that the College has any measures to determine the effectiveness of its planning processes. BHC might benefit by developing a systematic and comprehensive set of measures to determine planning process effectiveness. Formal metrics, internal and external, will enable the College to develop benchmarks and trend lines to assess its performance results relative to planning continuous improvement.

8R2, O. Although BHC provides some performance results for its KPIs, it is unclear if these measures and related performance results are indicative of effectiveness of its planning processes and systems. BHC might benefit from developing clear metrics and measures from which cohesive performance results could be gathered, analyzed, and compared.

8R3, O. BHC recognizes that it has not yet identified performance targets for non-financial strategic objectives and action plans.

8R4, OO. Although BHC generalizes a statement regarding CQIN, it is unclear how or what their results are regarding performance of processes for Planning Continuous Improvement. Furthermore, there is no indication of results associated with the institutions/entities listed for comparison. The College would benefit by developing a matrix of similar performance results

collected by BHC and other higher education institutions along with organizations outside of higher education as noted for analysis and comparison for Planning Continuous Improvement.

8R5, OO. BHC does not present evidence that their system for *Planning for Continuous Improvement* is effective. The College does disclose they review the performance measures in the start of the strategic planning process but acknowledge this may or may not been effective due to changes in leadership. BHC might benefit from a systematic and comprehensive method to evaluate its planning processes and activities.

8I1, O. BHC has integrated many processes through WEAVEonline, but acknowledges the opportunity to add future projections and targets performance results indicators.

8I2, O. Although BHC's discloses the culture is moving from instinctive made decisions to data based decisions, the College might benefit by a more defined and systematic process for setting targets.

AQIP Category 9: Building Collaborative Relationships: This category examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Black Hawk College** for Category 9.

BHC states its processes for building collaborative relationships reveal a maturity level with most processes categorized as the systematic transitioning to an aligned maturity. The College states relationships are often created and maintained at the departmental level and are not prioritized at the institutional level. BHC recognizes relationships exist with educational organizations that bring students to the institution and with educational institutions and employers who receive Black Hawk College graduates.

9P1, S. BHC identifies how it builds and manages its relationship with K12 entities including transitions path and MOUs. Further, BHC uses its Outreach, continuing education, and programming aimed at school-aged children to expose potential students to BHC programs and services.

9P2, S. BHC has established long-term partnerships with educational institutions state-wide as well as nationally. Dual admission agreements, participation in the Illinois Articulation Initiative, compact agreements and Linkages provide for seamless transitions to and from BHC.

Additionally, BHC is active in the 23 community college Internet Course Exchange created by the Illinois Community Colleges Online Consortium. The College also encourages key business leaders to serve on College advisory committees and is active in regional and local community economic development agencies.

9P3, S. BHC builds partnerships with organizations that provide services to their students by creating a plan to execute the initiative, delineating roles of each party, and determining a plan to fund and evaluate the program and relationship. Relationships are prioritized based on the evaluation; however, the College continues to value and maintain those partnerships that may not be as productive as planned to further explore opportunities that may better meet the needs of BHC's students.

9P4, S. The College describes in its portfolio the process for supplying materials and services to the College which is primarily through publicly soliciting pricing options through a bidding process. Management uses various key metrics to determine efficiencies for sustaining services.

9P5, S. The College guides and maintains its relationships with its business partners and the general community through memberships in organizations that support such constituencies, such as chambers, CQIN, League of Innovation, AACC and various local and regional business organizations.

9P6, O. The College has an opportunity to develop and fully implement a plan to assess its relationships with its partner and membership organizations as part of its overall assessment plan through which the College could evaluate the effectiveness of its efforts to build and maintain those relationships.

9P7, O. It is not readily apparent how the various meeting structures and electronic means of communication actually facilitate relationship building among staff and departments, or how much the various communication mechanisms support integration. Without checking for assurance of integration and communication across institutional relationships, it can be difficult for an institution to discern how effectively and efficiently its continuous quality improvement processes function. BHC might benefit from developing a systematic process that links these methods with a common theme related to relationship building within the organization.

9R1–2, O. The portfolio contains examples of relationships that undergo periodic evaluation but it appears that the College relies on anecdotal information and does not collect data using normed or validated instruments. Further, the portfolio does not describe the measures the College uses for its other collaborative relationships, or the manner in which such measures are used and analyzed in its planning process. Quantitative and qualitative data regarding collaborative relationships could provide insight as to the scope of institutional relationships and serve as a bench mark for future expansion.

9R3, O. The College states there is an opportunity for develop sources for benchmark data to improve its performance of processes in Building Collaborative Relationships as compared with other higher education institutions and, organizations outside of higher education.

9I1, O. While BHC reports the recent creation of the Quad-Cities Region Career Connections Intermediary, an initiative to expand the career program and increase student achievement, it is unclear how systematic and comprehensive the College’s processes and performance results are for Building Collaborative Relationships.

9I2, O. Although BHC identifies that it has the culture with its shared governance model to select and support improvement efforts, it is unclear how these groups are used in this category to improve processes and to set targets for improved performance results. BHC might benefit from developing a distinct process to ensure these groups participate in selecting improvement efforts and setting corresponding targets for performance results.

ACCREDITATION ISSUES BLACK HAWK COLLEGE

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission’s *Criteria for Accreditation* (and the core components therein) or that it may face difficulty in meeting the *Criteria* and core components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

1P2 & 1P18, Criterion Four, Teaching and Learning, Core Component 4.B. *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

- The College has recently developed curriculum-level learning goals for general education, but there does not appear to be the same level of effort for determining specific program-level learning goals and co-curricular goals. Further, the efforts related to assessment, although underway in a variety of areas, appears uncoordinated and has yet to be tied to specific goals, outcomes, and levels of desired achievement for student learning and development at the curriculum and program levels. It is vitally important for the College to develop an integrated system of planning and assessment that ensures alignment of activities and efforts across disciplines and programs, curricular and co-curricular opportunities and non-credit offerings, that includes processes for defining measurable goals and objectives for its numerous and varied activities.

1P1 & 1P2. HLC Core Component 3.B. *The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*

- Credit programming, which rests upon broad science, math, communication, humanities and fine arts, and social and behavioral science skills, is given the highest priority as noted in the BHC Board Policy Manual, to ensure the general education program is appropriate to the mission, core values, educational offerings, and degree levels of the Institution.
- General education is integral to every student's formal course of study regardless of his/her technical, vocational, or professional preparation, and is intended to promote lifelong learning, develop personal values, prepare individuals to adapt to change in an interdependent world community, and attain skills in analysis, communication, quantification, and synthesis.
- Curricular changes primarily involve instructional staff, who perform continual classroom assessment or use feedback from employers to report ideas for improvement at departmental meetings.
- BHC faculty have established shared learning objectives for credit classes that utilize a General Education/Core Curriculum grid with broad categories of science, math, communication, humanities and fine arts, and social and behavioral science.

- BHC has program specific learning objectives that are driven by vocational or transfer requirements. The College has established multiple measures to assess the effectiveness of program curriculum.
- BHC holds Conversation Days to facilitate communication concerning student learning objectives.
- Undergraduate program and outcome expectations are communicated to students through the College catalog, detailed outcome-centered course syllabi, instructor handouts, and the Student Handbook.

1P2 & 1P18. HLC Core Component 4.B. *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

- BHC's student learning focus has been on the section and course level and has utilized this assessment within its 5-year program review process. The current emphasis of the Student Learning Committee is the further development of program level goals and objectives.
- BHC's General Education Review Team (GERT) reviews the Student Learning Development Report and makes recommendations for changes according to in gaps in general education assessment. GERT is working with the implementation of a national assessment and program assessment alignment with unit planning.
- Adult Education is formally assessed by the National Reporting System guidelines set by the ICCB and informally by instructors within the classroom.

1P4 & 1P10. HLC Core Component 1.C. *The institution understands the relationship between its mission and the diversity of society.*

- BHC students completing the general education requirements not only gain knowledge and skills that contribute to career goals, but also the ability to think critically, communicate effectively, and demonstrate multicultural and aesthetic understanding.
- BHC has an open-door policy that provides opportunity for students of all backgrounds and continually focuses on its role in helping students learn and succeed in an increasingly diverse and competitive society.
- BHC conducts ongoing surveys of students' experiences and perspectives and its effectiveness at meeting constituent needs to identify and to support recommendations for improvement.

- BHC has an open-door policy that allows educational access for students from all backgrounds. Survey data is used regularly in order to identify and address the specific needs of its diverse population.
- BHC offers services to students with documented disabilities, but other special needs are addressed by the College with such services as extended test taking time, scribe, large print, taped lectures and more. BHC works with area high schools to assist students with IEPs transition to BHC services.
- BHC has the celebration of cultural diversity as a core value. The College has added an International Fair, Cultural Cafes, and other opportunities for cultural exchange and to encourage tolerance and respect.

1P4 & 1P12. HLC Core Component 3.A. *The institution's degree programs are appropriate to higher education.*

- BHC's program review process is designed to be responsive to collaborative discussions between internal and external stakeholders resulting in up-to-date programs that transfer to complete a baccalaureate degree or provide the training that leads to employment.
- BHC has an effective and integrated process (involving the Vice President for Instruction, Deans, Registrar, Advising, Student Services, and Enrollment Services personnel) centered around the Master Core Schedule to determine its best approach to building a course delivery system including face-to-face, online, hybrid, condensed, and time of day.
- BHC schedule is built upon ICCB approved courses. To better serve the adult education population, the College aligns Adult Ed courses with K-12 schedules and the MetroLINK bus schedule. Non-credit course schedules are determined by surveying community needs.

1P4 & 1P13. HLC Core Component 4.A. *The institution demonstrates responsibility for the quality of its educational programs.*

- BHC's academic program review process is rigorous and collaborative inclusive of faculty, staff, employers, transfer institutions, and advisory committees.
- BHC program reviews focus on the viability, strengths, weaknesses, occupational demand, and student learning outcomes relative to the quality and continuous improvement of the programs.
- BHC utilizes its program reviews to demonstrate the accountability of the College to the Illinois Community College Board (ICCB) in maintaining high quality, cost-effective programs and

discipline courses that are responsive to the needs of students, businesses and industries in Illinois as identified by advisory committees.

- BHC's program review process is designed to focus on learning goals, student career needs, and the employment market. It also encompasses the specific needs of each program, cost of operation, and reviews improvement data. In addition, faculty, staff, employers, transfer institutions, and advisory committees collaborate in the review of the program's viability, strengths and weakness, as well as occupational demand. Programs are reviewed annually by deans and department chairs and every 5 years for formal review.
- Adult education curriculum and programming is designed such that students can acquire needed academic skills, job training, work transition assistance, classes leading to a GED, ESL classes, and family literacy.
- Program Review and the Curriculum Committee ensure that programs and courses are up to date and effective. Courses are aligned with Illinois Common Core Standards.

1P6. HLC Core Component 2.B. *The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

- The College has a wide range of information on its public website regarding its programs, faculty and staff, costs to students, governance, and accreditation.
- The College's on-line catalog provides a variety of information including academic programs and requirements, costs, schedules (current and future), and course descriptions.
- Black Hawk College uses a variety of methods to ensure that the public and students are well informed of the College in terms of programs, requirements, services, and other resources including information sharing with area high schools, adult education programs, MyBH, Orientation/Testing/Advising, TRIO, Course Syllabi, Recruitment and fairs, and a wide range of print materials, social media, and message boards.
- Links for student services are provided in *myBlackHawk* to include advising, career services, counseling, academic scheduling, registration, etc.
- Board of Trustees scheduled meetings, agenda packets, meeting minutes can be reviewed online or obtained by contacting the President's office.

1P7 & 1P15. HLC Core Component 3.D. *The institution provides support for student learning and effective teaching.*

- Academic advisors assist students in selecting programs of study appropriate to the student's needs, abilities and interests.
- Black Hawk College supports libraries in both campuses providing online catalogs, electronic databases, library instruction, and interlibrary loan. The use of research and citation are integrated into specific courses.
- Black Hawk College provides infrastructure and resources to support teaching and learning through providing appropriate laboratories including: student computer labs, class-based computer labs, science labs, and health career labs. Additionally, the College has standardized equipment for multi-media classroom technology.
- BHC's Advising Center, which is centrally located, provides personal assistance with developing an educational plan; selecting a major, transfer institution, course of study; reviewing of transcripts from another institution for articulation/transferability; adding or dropping courses; changing schedules; and referring students to the appropriate College staff or faculty member to address specific areas of concern.
- Tutoring needs are established based on faculty feedback through Early Alert and assessment of core courses, certification exam scores, licensure exams, pre/post test scores, and/or exit exam statistics.

1P11. HLC Core Component 2.D *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

- The Black Hawk College full-time faculty handbook states a commitment to early, careful, and meaningful shared governance participation in decision making and policy implementation.
- Faculty members and others with instructional responsibilities have both the freedom and obligation to investigate adequately and to present to their students information related to the subjects being taught.
- Individual faculty have the right and responsibility to determine course content, teaching methods and textbooks, subject to applicable College policies and procedures.
- Shared governance groups include the Labor Management Council, Instructional Services Council, Faculty Senate, and Insurance Oversight Committee.

1P11. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- Instructors inform students about policies on cheating and plagiarism as well as file sharing and copyright use. Specific information regarding plagiarism and copyright is published in the Student Handbook.
- Information for student is posted on the BHC website under Student Right to Know, Copyright Use and Copyright Policy and it is included in the Student Handbook.
- Within the context of academic freedom, faculty have the individual right and responsibility to determine course content, pedagogy, and textbooks subject to Institutional policies and procedures.
- BHC's network activity is monitored for illegal file sharing and copyright use.

1P16. HLC Core Component 3.E. *The institution fulfills the claims it makes for an enriched educational environment.*

- Black Hawk College offers an educational environment with co-curricular programs that match the mission statement and contribute positively to the students' experience.
- Department and program-level initiatives are aligned with College goals.
- BHC offers an enriched educational environment through co-curricular programs such as Student Senate, various clubs and organizations, student ambassadors, Digital Divas summer camp, and Passport to Leadership Program.
- The College's website contains numerous examples of agriculture related activities through which the students can compete, student life activities held at both campuses, and information on student government.

3P1. HLC Core Component 4.C. *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

- BHC utilizes a variety of methods including focus groups, CCSSE, enrollment data, course evaluation, email/website suggestions, graduate surveys, and course persistence/completion data to identify the changing needs of student groups for credit and non-credit programs.
- WEAVEonline is used to document and communicate changes and improvements to the unit planning process where action plans are developed by individual departments or other teams. This process supports and addresses changes in student need and program improvement.
- Student service surveys, input from advisory councils, membership on Workforce Development boards all provide important data utilized by BHC to improve programs and services to increase

student success and engagement.

3P3 & 3P5. HLC Core Component 1.D. *The institution's mission demonstrates commitment to the public good.*

- The College is governed by an elected board of trustees who serve to represent the interests of the public and insure that the needs of the community are supported in the mission and operations of BHC.
- Articulation and transfer agreements are developed, monitored and managed for dual and alternative school districts, colleges, & universities.
- Programs and services are updated, changed, & implemented using a number of processes such as strategic planning, environmental scanning, annual unit planning, curriculum development, program review, and input from advisory groups, chambers, and boards.

4P2 & 4P10 HLC Core Component 3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

- BHC has a process in place to ensure employees have the requisite credentials, skills, and values. This is accomplished by utilizing behavior-based interviews, reference checks, review of letters of recommendation, transcript analysis, and requiring the applicant to certify accuracy of their information. Skills tests or teaching demonstrations are also utilized as a part of the hiring process.
- BHC has developed a competency document for adjuncts which outlines requirements for instruction standards. Years of service, degrees, tenure dates, and other academic competencies are kept to monitor academic resources.
- BHC conducts personnel evaluations for both full-time non-faculty and faculty. The newly revised process for non-faculty will include a self-evaluation and a report by the supervisor, while faculty evaluations are conducted for retention, tenure, and promotion.

4P7 HLC Core Component 2.A *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

- BHC ensures the ethical practices of employees through introductory and ongoing instruction such as mandatory FERPA training.
- Black Hawk College had defined core values and reinforces these through core value of the week, opening meetings with a core value reflection, core value cards, and interviewing incorporating

the core values.

- The College is bound by and demonstrates its ongoing compliance with the Illinois General Assembly State Officials and Employees Ethics Act, as amended, which regulates the ethical conduct of state officials and employees, including BHC's employees.
- All administrators and members of the College's board of trustees are required to file Economic Interest Statements with the county clerk which provides for public accountability.

4P7 HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- Faculty Senate Institutional Review Board provides oversight to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students meets all federal guidelines.
- The College Faculty Handbook, which governs faculty behavior, outlines the procedures to be followed by faculty regarding academic honesty and integrity.

5P1 & 5P2. HLC Core Component 1.A *The institution's mission is broadly understood within the institution and guides its operations.*

- BHC's vision, value, and mission are confirmed and aligned with its strategic planning process. The mission is broadly communicated out and is understood to be what guides BHC operations (PACE).
- BHC leadership helps ensure the mission, vision, and values are visible. This is accomplished by having the mission, vision and values printed on forms and documents and by sharing core value stories at new employee orientation. During Key meetings of BOT, core value reflections start each meeting.
- Cabinet members review each identified institutional action plan. Each cabinet member is charged with the task of developing strategies for the action plan and ensuring the action plan aligns with the College objectives.

5P2 & 5P6. HLC Core Component 5.C. *The institution engages in systematic and integrated planning.*

- The President's Cabinet monitors and analyses performance data aligned with the strategic plan via the College Dashboard. This includes peer comparisons, in-depth analysis of enrollment data, longitudinal cohort success and comparison, and student at-risk intervention data.
- BHC's Unit, program, and service level personnel utilize, report, and communicate data through WEAVEonline.

- Senior leadership monitor enrollment trend data for market potential, credit hour production is monitored by divisions, marketing, and by recruitment.
- PIE and Finance supply data in the form of Weekly Registration Reports, Enrollment data, or Curriculum Reviews to inform decisions concerning areas such as enrollment management and programs viability.

5P2. HLC Core Component **2.C.** *The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.*

- BHC's BOT reviews its actions to ensure decisions and decision making processes align with the College's core value, strategic plan, mission, and service to its stakeholders.
- The portfolio reflects recent BOT agenda reorganization with a focus on performance of instructional programming, student success, and inviting public comment from all key stakeholders, while retaining BOT autonomy.
- The BOT performs its duties independently, acting in accordance with its established code of conduct.

5P3 & 5P8. HLC Core Component **1.B.** *The mission is articulated publicly.*

- The College's mission, vision and core values are made available for public viewing on its web page (<http://www.bhc.edu/about-us/general-information/mission-strategic-priorities/>) and in its catalog on page 2.
- The College's Strategic Plan 2011- 2014 includes a description of BHC's support and commitment to learning excellence, accountability, resource optimization, and community development.
- By Board of Trustee policy, the board includes a student member who is selected annually.
- The mission of BHC is articulated through various publications located on *myBHC* which include:
 - Board Policy Manual
 - Full-time and Part-time Faculty Handbooks
 - Curriculum/Course Handbook
 - Annual Budget
 - Strategic Plan
 - Facilities Master Plan

5P5 & 5P9. HLC Core Component **5.B.** *The institution's governance and administrative structures*

promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

- The College uses standing committees, shared governance committees, and ad hoc teams in the decision-making process.
- The responsibility for governance, administration and operation of the College is vested in the board of trustees. This governing board is made up of seven locally elected members serving staggered six-year terms and one student trustee serving a one-year term. Student trustee votes are non-binding. The board of trustees delegates responsibility to the administration, faculty and staff for the practices and procedures, which accomplish the mission of the College.
- Regularly scheduled supervisory meetings and employee Ambassador Cross-Training provide opportunity for employees from different work groups to meet together and learn about the core functions and key challenges of other departments, share information and gather feedback on important issues, and help each other provide excellent service to learners.

7P2 & 7P4. HLC Core Component 5.D. The institution works systematically to improve its performance.

- BHC implemented a Dashboard approach to provide a visual display for viewing the tracking and linking of its performance to strategic goals and objectives. Current data and data for the past four years provide performance information for trend analysis.
- BHC's utilization of WEAVEonline is twofold. First, as a tool to manage and integrate annual assessment data and second, as a means to communicate data and reporting throughout the Institution.
- BHC establishes plans for performance improvement through its strategic initiatives set by its BOT, through priorities set by the President's Cabinet after review of the Dashboard data, and through unit planning. BSC gathers input from ad-hoc continuous improvement committees, data from program reviews, and other stakeholders to inform planning for future performance decisions.

8P6. HLC Core Component 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

- Black Hawk College has alignment of the strategic plan and AQIP categories and demonstrates this through a crosswalk, which identifies specific goals, action plans, and accountability.
- Black Hawk College combines planning and budgeting to assist units in developing budgets

consistent with their unit objectives as well as strategic objectives.

- Budgeting for Outcomes (BFO) process enables the BHC to refine its efforts to act and react more timely and effectively to changing educational and economic climates.
- The BFO process also takes into account the key plans including a 3-year financial plan, short and long-term capital budget, institutional debt plan, tax levy management plan and investment management strategy.

QUALITY OF SYSTEMS PORTFOLIO FOR BLACK HAWK COLLEGE

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Black Hawk College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

The Black Hawk College portfolio provided broad, institutional activities and events that reflected the responses to each category question. While the responses were directly aimed to answer each specific question with many identified actions taken, the College did not always describe the processes or systems they have in place that answers the questions and that can be used for evidentiary-decision making. By not describing the continuous improvement cycle through processes in place, the College will not be able to examine patterns of results to make improvements. The portfolio did not always distinguish between processes or systems and activities for each category; therefore, it was unclear how data collection and analysis could be used for improvement.

USING THE FEEDBACK REPORT

AQIP reminds institutions that the Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.