



AQIP Systems Portfolio

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Institutional Overview

The result of a merger of Black Hawk College East Campus, first accredited in 1975, and Black Hawk College Quad Cities Campus, first accredited in 1951, was the accreditation as a single entity on October 10, 1986. Today, Community College District No. 503 is comprised of portions of nine Illinois counties which include: Rock Island, Henry, Mercer, Whiteside, Henderson, Knox, Bureau, Stark, and Marshall. The College operates two primary campuses as well as other instructional centers throughout the District and serves a population in excess of 219,981. The College's Quad-Cities (QC) Campus is located in Moline, Illinois while the College's East Campus (EC) location is in Galva, Illinois. In addition to these full-service campuses, BHC owns and/or operates facilities including the Outreach Center and the Industrial Training Lab Extension Center, both in Moline, the Adult Learning Center in Rock Island, and the East Campus Community Education and Welding and Skilled Trades Center and Veterinary Sciences Center in Galva.

Vision	Total accessibility, quality instructional programs, student-centered services, and strategic alliances position BHC as the preferred choice for education and training.
Mission	BHC provides the environment and resources for individuals to become lifelong learners.
Core Values	Appreciation of Diversity, Caring and Compassion, Fairness, Honesty, Integrity, Respect and Responsibility.

BHC serves nearly 2,918 non-credit students and 9,830 credit students in 35 degree and 66 occupational certificate programs. BHC's credit student population is 29.8% minority with the additional non-credit student population comprised of 12.6% minority students.

The primary educational offerings include transfer courses and programs/associate degrees, occupational associate degrees, one- and two-year certificates, and workforce development/corporate training programs to the constituents of District 503. Additionally, BHC serves learners entering the community college unprepared for college-level courses with academic and developmental courses and support programs to help prepare them. These include developmental reading, writing, mathematics, English as a Second Language (ESL), General Equivalency Diploma (GED), and High School Completion. To support learners in succeeding, BHC offers: educational advisement and transfer services, financial aid, career and placement services, educational assessment and orientation, co-curricular activities, student life activities, tutoring, disability services, and library services.

BHC delivers credit/non-credit instructional programs through classroom instruction, distance-learning, online, web-enhanced classroom instruction, computer based/assisted instruction, learning labs, and service learning.

BHC offers dual credit courses to all of the District's eighteen high schools. In FY2016, 1,271 district high school students enrolled in at least one dual credit section.

BHC employs 730 (FY16) full-time and part-time faculty and staff. The employee community is organized into four collective bargaining units: the support staff represented by the UAW Local 2282; adjunct faculty by AFT Local 4939; public safety officers by Police Chapter United Professionals of BHC IEA-NEA; and full-time faculty and professional technical employees are represented by IFT Local 1836. Administrators, professional staff, and some part-time staff are not unionized. Of the total employed, 354 or 48.5% are full-time employees.

BHC began its quality journey in 1998 with its first state Malcolm Baldrige Performance Excellence Program (Baldrige) application to the Illinois Lincoln Foundation. As is often the experience of organizations just beginning this journey, the process ended with the feedback report being filed in a file

drawer. In preparation for AQIP, the College submitted its second state Baldrige application. Employees and Board of Trustee members were trained on the Baldrige framework and applied knowledge through the seven self-assessment teams. The College hosted a site visit by the Lincoln Foundation and received the Bronze Award for Commitment to Excellence. The College Board of Trustees adopted the AQIP pathway and quality framework in 2009. BHC participated in its first Strategy Forum in February 2010 and through that experience and the state Baldrige Feedback Report, identified opportunities for improvement, and submitted the first three AQIP projects.

Soon after that the HLC informed the College of a revised Reaffirmation scheduled and the College's first Systems Portfolio was developed within five months. During this time the College's quality journey transitioned from a journey with ample time to discover and learn, to a race to finish the trip. BHC remained positive and dedicated to discover and learn in this accelerated manner and submitted its first Systems Portfolio in 2013, received and reviewed the Systems Appraisal in March 2013, and hosted its Quality Check-up in October 2013.

Key Challenges

- Since adopting the AQIP pathway the College has experienced several key leadership, faculty and staff turnover including the departure of three Presidents, two Vice Presidents for Instruction & Student Services, a Vice President for Finance, a Human Resource Director, a Vice President for East Campus and a Chief Information Officer. Each of these positions served on President's Cabinet. These changes have challenged the quality improvement initiatives as the College has had to re-educate leadership on the quality framework implemented by the College.
- The declining Illinois state funding, coupled with a declining enrollment trend, have challenged the College's ability to allocate resources, and have required President's Cabinet to prioritize programs and services with the strongest alignment to the College Mission.
- This significant turnover in leadership, the loss of personnel supporting the management of the quality initiatives and the nature of department chairs and senate committees changing leadership every other year have challenged the maturity of the College's deployment of AQIP Action Projects. Just when one set of leadership understands the quality framework they would leave and a new cycle of training leadership would begin again.
- A common theme resonating throughout this Portfolio is the maturity of the results of the quality initiatives. The processes themselves are often systematic but the ability of the College to use data in a manner that reinforces and emphasizes how to turn individual pieces of data into information, information into knowledge (analytical ability to see patterns and set performance targets), knowledge into understanding (undertaking useful actions), and ultimately resulting in wisdom (connecting the data to the problem, solutions & defining the impact), is an opportunity addressed in most categories.

Key Accomplishments

- Three AQIP Action Projects have aided in significant progress in assessing student learning in the areas of institutional learning outcomes (common outcomes), program outcomes and co-curricular outcomes. (See 1.1, 1.2)
- BHC has completed seven Action Projects since the first Systems Portfolio. The Data Warehouse project (completed) specifically addressed and improved the College's results maturity in making data available, definitions standardized and methodologies applied to data used in Strategic Planning, Unit Assessment Planning, Program Review and *ad hoc* research projects. (See 5.1)

CATEGORY ONE: HELPING STUDENTS LEARN

Introduction

Black Hawk College is focused on helping students learn as guided by its Mission statement to provide the environment and educational resources for individuals to become lifelong learners. The College has exhibited significant improvement in this category. In summer 2015, the disciplines across both campuses were combined with like disciplines. For example, all English faculty were in the same instructional unit, which allowed improved conversations and assessment for the discipline. Through a series of three AQIP Action Projects the College has developed three institutional-level (common) outcomes, aligned existing general education outcomes to the institutional learning outcomes, developed common language defining co-curricular outcomes, and created a process for the assessment of those co-curricular outcomes.

Improvements to academic Program Reviews and the development of non-academic Program Review have resulted in new templates, new data specific to course and program retention, persistence, and completion and comparisons to the courses in the discipline and institutional level. Program Review processes are systematic and undergo evaluation and improvement on an annual basis. The utilization of Curriculum Mapping has enabled programs to more clearly understand their alignment to the institutional learning outcomes, and the modality by which their courses are offered. While institutional-level outcomes have been identified, and two of the three outcomes are defined, the College is still in the beginning stages of developing common assessment rubrics, assessment methods and data collection that is meaningful. Program-level outcomes are the strongest in the Career and Technical Education programs that have third-party accreditors. Recent faculty conversations regarding assessment have broadened to include CTE faculty so to capitalize on the experiences and knowledge they have. To build systematic processes for assessment, the College has integrated the program-level assessment process with the annual Unit Assessment Plan.

At the conclusion of the first all faculty conversation on assessment during the spring 2017 Faculty Assembly Day, faculty determined that the data currently being collected to assess the institutional-level outcomes was not meaningful. The application of the common rubric was applied differently by each discipline and faculty charged the Faculty Senate Student Learning Committee (SLC) to reevaluate that rubric and also to develop a common rubric to apply to the assessment of the institutional learning outcome of effective communication.

The College will focus its future improvement initiatives on the development and deployment of common rubrics for assessing the institutional learning outcomes, completion of the documentation of all program-level outcomes with identified assessment plans, and the evaluation and improvement of the current co-curricular assessment process.

1.1 Common Learning Outcomes

Common Learning Outcomes focuses on the design, deployment and effectiveness of teaching-learning processes (and the processes required to support them) that underline the institution's credit and non-credit programs and courses.

IP1 Processes (P)

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution:

As evidenced in [Board Policy 6.30](#) Academic Standards, the College is committed to policies ensuring the assessment of student learning, collection of related data, and use of such data to improve instruction.

In response to the 2013 AQIP Portfolio feedback, an AQIP Action Project was identified and a team comprised of faculty, administration, and staff from the office of Planning & Institutional Effectiveness (PIE) participated in the Assessment of Student Learning Academy, demonstrating BHC's commitment to learning and assessment of common learning outcomes. Over the course of the past two years the Academy

for Assessment of Student Learning Team and the Faculty Senate Student Learning Committees merged efforts in the AQIP Action Project: Assessment of Student Learning. Together the two committees have been the primary mechanism by which the College is determining and aligning common learning outcomes. Moving forward, this is the responsibility of the Faculty Senate SLC.

The 2013 Systems Portfolio observed the College had a set of 17 student learning outcomes ([General Education Curriculum Grid](#)) across five areas of Science, Mathematics, Communication, Humanities and Fine Arts, and Social and Behavioral Sciences). The General Education Curriculum Grid (GRID) was designed to assess the outcomes of the Associate of Arts and Associate of Science degrees, but not the Associate in Applied Science degree. The 2013 Systems Appraisal observed a strength for the College in the individual and department assessment processes and the opportunity to reflect on processes to analyze institutional performance on common and program-level outcomes. The AQIP Action Project focused the faculty on the latter conversation. During the 2015-2016 academic year the AQIP Action Team (SLC and Academy Team members), through Academy training and the examination of effective practices of peer institutions, determined the General Education Curriculum Grid outcomes did indeed provide structure for the assessment of the AA and AS degree programs. However, the need to articulate Institutional Learning Outcomes (ILO) to be used across all certificate, AAS, AA, AS, AFA, and ALA degrees was needed. The AQIP Action Team readopted and broadened the utilization of three outcomes already stated in the College Catalog. The Catalog reads, “A Black Hawk College student completing the general education requirements will be able to think critically, communicate effectively and demonstrate multicultural and aesthetic understanding.” (p.43)

The AQIP Action Team (SLC, Academy Team) continued discussion to align the items within the General Education Curriculum Grid to the three ILOs. In Fall 2016, the data from the Grid was sorted into the three ILOs: think critically, communicate effectively, and demonstrate multicultural and aesthetic understanding. The SLC reviewed the aggregate data for the three ILOs questioned the validity of the data in aggregate, and was not able to articulate how the data demonstrated student achievement.

The SLC, in consultation with the Academy Team, planned the 2017 Spring Assembly Day to focus on faculty review of the data, concurrent with the assessment of the SLC recommendations, and work toward next steps in the adoption and assessment of the ILOs. While the three ILOs were accepted, faculty agreed to articulate operational definitions and identify common measures that need to be adopted across the college for each Institutional Learning Outcome. The SLC has created subcommittees which are working on rubrics for each of the three ILOs. (Criteria 3.B.2, 4.B.4)

As an outcome of these discussions the college faculty clarified it did indeed have general education outcomes commonly known as the Grid and that these outcomes were in fact program-level outcomes for the AAS, AA, AS, AFA, and ALA. Additionally, separate institutional outcomes were adopted and operational definitions are currently under discussion in the Faculty Senates.

Articulating the purposes, content, and level of achievement of the outcomes: Purpose and content of ILOs are articulated to the students in several ways: the College Catalog, course schedules, detailed outcome-centered course syllabi, and instructor handouts. General expectations are published in the Student Handbook. (Criteria 3.B.2, 4.B.1)

Articulating the level of achievement presents an opportunity for Black Hawk College. In 2017, the SLC broke into faculty subcommittees charged with developing common rubrics for measuring the three ILOs. This work will continue into the 2018 academic year.

Incorporating into the curriculum opportunities for all students to achieve the outcomes: For the past three years the faculty has been engaged in discussion regarding general education outcomes and institutional common learning outcomes. There had been limited understanding and separation between general education outcomes (Grid items for the AA/AS transfer degrees) and institutional learning

outcomes. The majority of that time, as faculty has engaged in the Academy for Assessment of Student Learning, the focus has been on program-level outcomes including those of the general education requirements for associate degrees. Only recently in 2017 did the SLC begin discussions on how the general education outcomes (program-level outcomes for the AA and AS) may differ from those of ILOs, understanding that the latter would incorporate all curriculum (career and transfer). This gap analysis is leading to a greater understanding of the institutional learning outcomes and program-level outcomes. The College continues to tackle challenges in developing and implementing institutional assessment processes to measure institutional outcomes and is encouraged by the discussion occurring among leadership of the Faculty Senate SLC.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs: BHC uses several mechanisms to ensure institutional outcomes remain relevant and aligned with student, workplace and societal needs. These include: 1) Advisory Committee feedback; 2) employer feedback; 3) four-year institution articulation feedback via the Illinois Articulation Initiative (IAI); and 4) alumni surveys.

[Advisory Committees](#) meet on an annual basis for each of the CTE programs. The members of the Advisory Committee are asked for feedback on the preparation of students once they graduate (as many of the Advisory Committee members are also employers) as well as knowledge and skills expected of entry-level employees in their respective fields. The feedback received from the Advisory Committee on both the institutional-level outcomes and the program-level outcomes is incorporated into the curriculum as appropriate.

Employer feedback is gathered via internships, clinical experiences, and practicum experiences. Both students and employers are asked to evaluate the strengths and weaknesses of the interns themselves as well as overall institutional-level outcomes when multiple students have participated at the same site. Job advertisements are also reviewed to determine if the three institutional outcomes are relevant skills that employers require of new applicants.

To ensure transfer courses remain relevant, faculty and administrators serve on Illinois Articulation Initiative (IAI) panels for general education and majors. A faculty member serves on the general education communications panel and several serve on Major panels of art, biology, business, computer science, English, engineering, and mathematics.

While the three institutional outcomes have been documented in the BHC Catalog for several years, the institution has just started to embrace these outcomes. The initial attempt to measure these outcomes took place in Spring 2017 with the data reviewed and analyzed by the faculty at the January 2017 Assembly Day. Moving forward, as the College starts each Strategic Planning cycle, the SLC will be asked to evaluate the Institutional Learning Outcomes (ILO's) for continued relevance to the student, workplace, as well as societal needs. (Criterion 3.B.4)

Designing, aligning, and delivering co-curricular activities to support learning: Co-curricular programs are integral to the College's Mission and contribute to the educational experience of students. (Criterion 3.E.1) The 2013 Systems Appraisal observed an outstanding opportunity to more intentionally define learning goals and outcomes for co-curricular activities that link directly to one or more course or program learning outcomes, so as to ensure alignment. In November 2014 the AQIP Action Team: Co-Curricular Student Learning Outcomes: Reinforcing Course/Program Outcomes was formed and comprised of Student Services personnel and faculty from the following departments: Agriculture, Business Education, Career Technologies, Communication and Fine Arts, Mathematics, Natural Science and Engineering, and Psychology/Sociology/Education.

The AQIP Action Project Team vetted the definition of co-curricular through the 2015 Faculty Assembly Day and the following definition guides the project– "Co-curricular activities are programs and learning

experiences that complement, in some way, what the students are learning in a course. It is non-credit bearing programs and activities providing students with opportunities to learn and develop skills through participation, integrating and enhancing the academic experience.”

The Co-Curricular AQIP team further identified eight learning outcomes and is piloting the collection of data from co-curricular events using Comment Cards. See Figure 1P1. 1. Comment Cards are given to the attendees to complete, asking the extent to which the activity met these 8 intended outcomes.

Selecting tools/methods/instruments used to assess attainment of common learning outcomes: The Faculty SLC has organized three faculty subcommittees to research and recommend to faculty common rubrics to be used to for measuring the ILOs of thinking critically, communicating effectively, and multicultural/aesthetic understanding. The plan is to pilot the rubric for effective communication in Fall 2017 and develop a rubric for multicultural/aesthetic by Spring 2018.

The Comment Cards for the co-curricular activities are in the process of their revision and will continue to be used in a revised format with the Fall 2017 co-curricular activities. Furthermore, with the Co-Curricular AQIP Team coming to closure, the assessment of co-curricular outcomes will be sustained by the Faculty Senate SLC.

Assessing the common learning outcomes: The newly designed process for assessing common learning outcomes is that the SLC assesses the data on an annual basis and brings to the full faculty for discussion at the Spring Assembly.

The full-faculty discussion then allows for changes to be made in the assessment methodology or curriculum. In Spring 2017, the faculty received data related to the three ILOs. Upon review of the data, the faculty determined that there was a need for a common definition of each of the ILOs as well as formation of common rubrics for assessing these ILOs. The faculty used a nominal technique to determine the definitions of effective communication and critical thinking. The SLC was then charged with defining multicultural/aesthetic understanding. Faculty teams were formed to develop common rubrics for each of the three ILOs. (Criterion 4.B.1, 4.B.2, 4.B.4)

1R1 Results (R)

What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Outcomes/measures tracked and tools utilized: The outcomes tracked include the identification and definitions of the institutional learning outcomes, program outcomes process, Curriculum Mapping to those outcomes and data regarding co-curricular outcomes.

Summary, Interpretation of results, comparison with targets/benchmarks: As referenced below, the SLC adopted the institutional-level outcomes and aligned the items on the Grid with the Institution-Level Outcomes in Spring 2016. ([General Education Alignment to Institutional Learning Outcomes](#)) The Result 1R1. 1 chart is an example of how the General Education Curriculum Outcomes in Strand B: Apply Quantitative Skills and Strand C: Apply Communication Skills roll up and align to the Institutional Learning Outcome of Communicate Effectively. This alignment was recommended by the SLC. However, during

Figure 1P1. 1: Co-Curricular Outcomes

As a result of participating in this [co-curricular activity name] I:

1. Developed team-building skills
2. Generated new ideas or way to improve things*
3. Communicate effectively in informal environments
4. Developed leadership skills
5. Developed organizational skills
6. Developed public speaking skills*
7. Interacted effectively with people of different races, ethnicities, religions, and cultures*
8. Explore career options/opportunities

*Directly relate to the institutional learning outcomes.

the Spring 2017 Assembly Day the faculty as a whole looked at this data and determined that they were unable to extract meaning from the data, as presented, without a common definition of each of the institutional-level outcomes as well as common rubrics. Similar tables were reviewed during the same Assembly Day for Think Critically and Demonstrate Multicultural and Aesthetic Understanding.

Result 1R1. 1 Example of General Education Outcome Alignment to New Institutional Learning Outcome

General Education/Core Curriculum Alignment With Institutional Learning Outcome -- Critical Thinking								
		Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
General Education Outcomes		Rubric Mean	Rubric Mean	Rubric Mean	Rubric Mean	Rubric Mean	Rubric Mean	Rubric Mean
A1	Develop an understanding of the methods of scientific inquiry, including the <i>formulation</i> and testing of hypotheses.	4.40	3.91	4.10	NR	3.84	4.20	3.80
A2	Be familiar with selected scientific principles in the physical and life sciences.	3.00	3.91	3.50	NR	3.46	3.50	3.70
A3	Make informed decisions about personal and societal issues.	3.80	3.16	3.60	NR	3.48	4.10	3.90
A4	Demonstrate skills learned in a laboratory setting (e.g., formulate hypotheses, plan and conduct experiments, make systematic observations and measurements, interpret and analyze data, draw conclusion, communicate the results.	3.50	2.70	3.50	NR	3.47	3.30	3.40
B1	Use mathematics and technology to investigate, model, and solve a variety of real-world problems.	3.35	3.35	NR	NR	3.24	3.36	3.25
D3	Examine intellectual, cultural, and aesthetic perspectives in the humanities and fine arts.	NR	NR	NR	NR	NR	NR	NR
D4	Demonstrate critical thinking, investigative, and reflective skills within the study of the humanities and fine arts.	NR	NR	NR	NR	3.41	4.40	NR
E3	Analyze trends, institutions, and/or influences of society, history, politics, and economics.	3.02	2.80	NR	NR	NR	NR	NR
NR = Not Rated								
Scoring Rubric has a maximum of 5.00								

Curriculum Mapping to the institutional-level outcomes is required for each course within the transfer disciplines during the Program Review process. This new requirement as of FY 2017 has disciplines completing a course map to the new institutional learning outcomes.

Result 1R1. 2 Example of Curriculum Map to Institutional Learning Outcomes:

	Think Critically	Communicate Effectively	Demonstrate Multicultural and Aesthetic Understanding
ENGLISH Discipline Courses			
ENG 100		x	
ENG 101	x	x	
ENG 102	x	x	
ENG 132		x	
ENG 190	x	x	

As discussed earlier the Co-Curricular Action Project defined co-curricular, identified eight common outcomes, piloted an assessment project and began conversations to align these outcomes to the institutional learning outcomes. The alignment of the Institutional learning outcomes with the co-curricular activities is greatest with the Agriculture programs' various teams. For example, the Equestrian Team utilizes the various requirements for competition to work with students to meet the three institutional outcomes.

Effective communication (Develop public speaking skills): Team members must verbally communicate among the team as well as between coaches and other teams. In order for the team to make improvements, expectations and standards must be established by the team. Based on these established expectations and standards, a baseline is established and incremental improvements are made until a student is closer to the standard. This process requires effective communication. The more effectively the student verbally communicates, the greater the improvements. Students also improve non-verbal communication skills as they must guide an animal through an established course with physical cues. This helps improve one's ability to maintain composure during high pressure situations.

Critical thinking (Generate new ideas or ways to improve things): A student is assigned a random horse and pattern combination. He/she must in a very short time create a plan to effectively guide a horse through a set pattern. It is up to the students to create a plan and execute it to the best of their abilities without any input from instructors or peers. This creates a skillset of rapid decision-making based on small samples of information. The students are evaluated and feedback is given by a third party. It is immediately known if their plan was a success or not.

Multicultural/ Aesthetic understanding (Interacted effectively with people of different races, ethnicities, religions, and cultures): The Equestrian Team has as many as 60 students. Each one of these students comes from a different background and has a different ability level. The way the competition is structured, the most novice riders are just as important to the team's success as the most expert. This creates an appreciation for all students' contribution to the team. Teammates must also work together to host different regional and national events. This creates an appreciation for everyone's skillset and natural ability to work together to complete a complicated task. (Criterion 3.E.1, 4.B.2)

III Improvements (I)

Based on IRI what improvements have been implemented or will be implemented in the next one to three years?

During the Spring 2017 Assembly Day the faculty was tasked with determining a working definition of the three institutional learning outcomes as well as analyzing the data for each of the outcomes. The faculty concluded that measuring the institutional learning outcomes prior to having a common definition was not useful as there had been no way to ensure everyone was measuring the same thing. There was also discussion regarding the relevance of the information, with different scales being used by different disciplines on similar General Education Curriculum Grid outcomes.

The common operational definitions of the institutional learning outcomes (ILOs), developed at the 2017 Assembly Day, have been instrumental in faculty understanding the difference between institutional and program-level outcomes and recognizing the need to assess these three goals. The SLC will be piloting the rubric for effective communication in Fall 2017 with a plan for comprehensive utilization in Spring 2018. The plan is to evaluate one institutional-level outcome each year.

Disciplines / departments undergoing Program Review have initiated Curriculum Mapping for alignment with the institutional-level outcomes. The English, Journalism and Languages departments have completed course alignment to the three institutional-level outcomes. The plan is for other disciplines/ departments to participate in similar mapping in Fall 2017 and regularly during the Program Review process. Three of the CTE programs have already formally aligned with the institutional-level outcomes.

While there was significant progress in understanding and defining the ILPs and differentiating them from the program-level outcomes of the Grid, there is still significant progress to make with the assessment of those outcomes. The rubric for effective communication will be piloted in Fall 2017 and a systematic process for analyzing the collective results still needs to be developed. The College intends to focus assessment of one institutional-level outcome per year rather than being compelled to assess all outcomes every year. Continued work on alignment of all courses with the institutional-level outcomes is planned and will be the focus of the next year or two.

Additionally, the opportunity for the College is to continue communicating and increasing awareness of the work being accomplished on the institutional learning outcomes. The SLC is committed to communicating the outcomes of assessment to a broader audience. Discussion is currently taking place regarding the best means of communicating the results of assessment. The College is committed to having one Assembly Day per year dedicated to District-wide assessment activities.

With the improvements implemented in 2017 to the Program Review process, a new requirement is to align the course-level outcomes with the institutional-level outcomes. This change will assist with the Curriculum

Mapping of the discipline-level courses.

The College has identified an opportunity to align the co-curricular learning outcomes with institutional-level outcomes. During the pilot project the Co-Curricular Action Project team worked in tandem, yet without collaboration, with the SLC to determine the co-curricular learning outcomes. There is some incidental alignment with the institutional-level outcomes, as well as some alignment with program-level outcomes for the AA/AS degrees. With the work of the Co-curricular AQIP Action Team coming to closure, beginning in Fall 2017 the SLC will become responsible for continuing the work with co-curricular assessment and integrating it with both institutional-level and program-level outcomes.

1.2 Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to process.

IP2 Processes (P)

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (Criterion 3.E.2): Program outcomes and curriculum align with the college Mission, educational offerings and degree levels when they are first designed through the New Program Development process and then approved by the Board of Trustees. Using the Program Review model to review programs includes analysis of data on student demand, IPEDs completion, total employment, total job openings, job growth, placement rate, competitive intensity, and specifically strategic fit. When analyzing strategic fit the College examines the percentage of completions by degree level (certificate, AA, BA, etc.) versus the percentage of people employed in the field that currently hold each degree level. This allows the College to look at program credentials (certificate, AA, AS, AAS) and the demand for that level of education by the specific workforce. In essence strategic fit is asking “*Is the College producing graduates at a degree level that is comparable with the local workforce demand and congruent with the mission of the College?*”

Determining program outcomes (Criterion 4.B.4): Program outcomes are designed to reflect the programs’ unique goals and learning outcomes. When developing the outcomes, faculty use Advisory Committee feedback, national and state skill standards, program accreditation requirements, trade and industrial organizational effective practices, and licensure requirements.

For the AA and AS degree program, BHC sets its shared objectives for learning and development following the College’s [General Education Curriculum Grid](#), developed and adopted by faculty in 2008 and updated in 2013. This grid defines skills in the broad categories of science, math, communication, humanities and fine arts, and social and behavioral science required for a transfer degree. Common skills areas, shared among all programs, are math, science, and communication.

The General Education Curriculum Grid is aligned with the IAI General Education Core Curriculum (GECC). The IAI was created in 1993 with the goal to facilitate transfer from one participating institution to another in order to aid students in the completion of a baccalaureate degree. One of the purposes of the IAI is to “assure that lower-division baccalaureate programs are comparable in scope, quality and academic rigor.” Therefore, program outcomes for the Associate in Arts and Associate in Sciences are determined and aligned with the IAI GECC.

All new CTE programs must follow the New Program Approval Process and, in doing so, document feasibility from a labor market standpoint, solicit convincing evidence of labor market need, demonstrate a quality curriculum that aligns with federal, state, and local workforce needs, and prepares graduates with appropriate level of skill to meet their educational goals. Program outcomes are defined during the development process with Advisory Committee and employer input.

Nursing (Associate Degree and Licensed Practice Nursing), Certified Nursing Assistant, Physical Therapist Assistant, Associate in Science- EMS Paramedic and Emergency Medical Technician, Child Development,

and Fire Sciences programs each have program competencies or learning outcomes that are externally mandated, systematically assessed, and reported. Their learning outcomes drive improvement in the curricula. BHC currently seeks external accreditation for Surgical Technologist and Veterinary Technician programs.

The Curriculum Committee ensures curriculum and course content have rigorous outcomes and instructional content. The Curriculum Committee, a committee of the Faculty Senate, makes recommendations to the Senates regarding changes in curricular and course review procedures to ensure compliance with ICCB mandates and other issues related to courses and curricula, reviews proposed course and program changes, additions, and deletions, and reports the results of the committee deliberations to the Senates.

Articulating the purposes, content, and level of achievement of the outcomes (Criterion 4.B.1): The College uses the College Catalog and course syllabi to articulate and communicate the purposes, content and level of achievement expected.

Instructional departments are the primary source for collecting data, assisting the College in the inquiry, application, and integration of general education/ program-level outcomes and their assimilation in degree programs to provide a learning-centered environment, as supported by the college Mission Statement. To maintain and improve the quality of student learning, instructional departments perform the following activities:

- evaluate the impact of assessment on departmental planning and budgeting processes
- adopt processes to ensure that students meet stated program learning objectives prior to program completion, including regular exams, exit exams, portfolios, internships, job placement, and, preparation for transfer
- provide descriptions or evidence of student performance within departments, disciplines, and/or programs

During the Program Review process, the disciplines address their program-level outcomes and make any changes to the curriculum based on that review (1P3). Beginning in July 2017 all programs will have a Unit Assessment Plan that details the programs learning outcomes and the outcomes being assessed throughout the 2017-2018 academic year. This improvement is intended to create a minimum of four cycles of assessment data that is collected and analyzed prior to the fifth-year Program Review.

Programs with external accreditation have program-level outcomes that are driven by those accrediting agencies. These programs have systematically implemented a data collection, analysis and process for initiating changes within curricula to improve student achievement of the outcomes (Criteria 4.B.1, 4.B.2).

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (Criterion 3.B.4): The program outcomes for AAS degrees and certificates are aligned, when applicable, with external accreditation standards, thereby keeping current with workplace and societal needs. For programs without external accreditation, the Advisory Committees—consisting of community members working in the field, employers, and faculty—collaborate to determine the program outcomes. These program outcomes are expected to meet the knowledge and skills required for employment.

Curricular changes are initiated by the faculty who perform classroom assessments or integrate the feedback received from employers and Advisory Committees. This feedback leads to an understanding of potential changes in program outcomes in order that the program remains relevant. Potential changes are vetted through the department faculty where curricular updates may be recommended. Specific objectives and outcomes are formalized and follow the Curriculum Committee policies and procedures as communicated in the [Curriculum Handbook](#). The Faculty Senate Curriculum Committee, which meets monthly, reviews, recommends, and approves curriculum changes.

Designing, aligning, and delivering co-curricular activities to support learning (Criteria 3.E.1, 4.B.2): Co-curricular activities are designed by faculty to support learning and the program-level outcomes. With the exception of clubs which exist solely on the basis of student interest other clubs and organizations exist as an extension of a specific discipline / course and have faculty liaisons. As discussed in 1P1, the AQIP Action Team focusing on co-curricular programs has developed a Co-Curricular Comment Card to collect data related to the program outcomes as well as the institutional-level outcomes. The advisors of the various co-curricular clubs and activities plan activities aligned with program-level outcomes. For example,

- The faculty member advisor of the Clean Sphere Club aligned three different activities with the AA/AS General Education program-level outcome of *be familiar with selected scientific principles in the physical and life sciences*. The activities included discussing the principles behind stream monitoring, habitat restoration projects associated with invasive species and the benefits of restoring native ecosystems, and finally discussions regarding renewable energy resources and conservation.
- Two faculty advisors took a group of dual credit and college students to a Week of Remembrance Event for the Holocaust. They listened to a lecture and interacted with a survivor of the Hongkew Ghetto and the Japanese Internment Camps in Shanghai. The faculty planned this co-curricular activity in alignment with the following AA/AS General Education program-level outcomes: *demonstrate thoughtful awareness of the interconnectedness of one's life to past, present, and future human events from a global perspective; and analyze trends, institutions and/or influences of society, history, politics, and economics*.

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (Criterion 4.B.2): In the Interim Report to the HLC in 2014, the College reported specific program-level learning outcomes would be implemented using the Program Review process. While AA and AS degree program outcomes were already defined, the Program Review process would ensure every AAS degree program would define and assess program outcomes. As the implementation of this began, faculty realized that it would be five years before all programs implemented program-level outcomes. This implementation method also created a delay in the collection of assessment data available for analysis in the Program Review. Concurrently, in September 2016, the College launched a revised Program Review process using WEAVE Review and was preparing to launch the new WEAVE platform called "Assessment." WEAVE Assessment provides a systematic process and templates for clearly defining program-level outcomes, assessment methods, collection of findings, and a mechanism for faculty to report analysis of findings and evidence of achieved accomplishments. Therefore, the decision was made to integrate program outcomes and assessment into the annual Unit Assessment Plan using WEAVE Assessment which will result in all programs having program outcomes and assessment plans by July 1, 2017. (4P2). This approach continues to integrate with the five-year Program Review as it will provide assessment outcomes from several cycles prior to the Program Review.

Assessing program learning outcomes (Criteria 4.B.1, 4.B.2, 4.B.4): Program learning outcomes are assessed using a variety of methods including embedded questions, rubrics, certification and licensure examinations, clinical evaluations, internship evaluations, and tests/exams/quizzes.

A revision to the assessment of program outcomes began in 2014. Each academic department has mapped transfer courses to the General Education Curriculum Grid, determined departmental-level assessments, and with the assistance of the Faculty Senate SLC, developed a plan for collecting data with the intent to evaluate the extent to which students achieve those outcomes.

Each academic department continues to use and develop appropriate assessment tools for evaluating student achievement of stated learning outcomes in their general

Figure 1P2. 1 General Education Curriculum Grid Rubric

- 0 = No Understanding
- 1 = Limited Understanding
- 2 = Basic Understanding
- 3 = Developing Understanding
- 4 = Competent Understanding
- 5 = Mastery

education courses (pre/post tests, exit exams, common test questions/rubric items, etc.) Faculty in each department submits and discusses results with the Department and the Department Chair. The Department Chair reviews the assessments and converts the results to a score for each student-learning outcome in the respective strand on the General Education Curriculum Grid. The General Education Curriculum Grid outcomes are currently measured on a 5-point scale. See Figure 1P2. 1. While this is the standard scale, there are no common definitions and therefore departments apply the scoring differently. Beginning in the Spring of 2016, these scores were submitted through an electronic survey to then be analyzed at the institutional level as to the extent to which students are achieving the common outcomes.

1R2 Results (R)

What are the results for determining if students possess the knowledge, skill and abilities that are expected at each degree level?

Outcomes/measures tracked and tools utilized: Outcomes data tracked include the percentage of students passing required licensure exam rates. The Federation of State Boards of Physical Therapy report two-year averages of the ultimate pass rate for graduation classes from 2013, 2014, and 2015 for CAPTE-accredited programs. The 2015-2016 data are not yet available. Other data collected include the course retention, success and completion rate for courses offered traditionally, online and as dual enrollment.

Summary, Interpretation of results, comparison with targets/benchmarks: When reviewing the scores of the HESI preparation exam for the Associate Degree in Nursing program, the faculty found that students' scores in the Maternal/Child section of the exam were significantly lower than other content areas. The faculty reviewed the nursing curriculum and found that the sexual health section was spread throughout the curriculum and may not have been covered as thoroughly as other content areas. Simultaneously, the

Result 1R2.1 Career and Technical Education Pass Rates

Pass rates for the National Council Licensure Exam	2012		2013		2014		2015		2016	
	BHC	State	BHC	State	BHC	State	BHC	State	BHC	State
Nursing Degree Graduates (ADN)	90.16%	90.21%	85.11%	83.20%	82.81%	82.67%	90.20%	86.06%	90.74%	84.62%
Practical Nursing Graduates (LPN)	82.61%	84.78%	97.30%	87.63%	100.00%	86.36%	87.88%	88.41%	100.00%	90.94%
Source: nursing.illinois.gov. (Illinois Department of Financial and Professional Regulation)										
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
Physical Therapist Assistant	n/a	n/a	n/a	n/a	90.91%	95.16%	91.11%	94.23%	n/a	n/a
Source: Federation of State Boards of Physical Therapy [US]										
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
EMS NREMT Success Rate	100.00%	n/a	100.00%	71.00%	89.00%	65.00%	100.00%	69.00%	80	NYA
Source: National Registry of Emergency Medical Technicians										

nursing faculty held a meeting with the biology faculty who teach the prerequisite courses for the nursing program. When discussing the content areas related to endocrinology and sexual health, it was discovered that the endocrinology content was not covered as comprehensively as other areas in the biology courses either. The nursing and biology faculty then worked collaboratively to determine emphasis that was needed to assist the students to become proficient with the endocrinology and sexual health content. The teaching schedules for both areas were modified to meet the student's needs. Re-assessment of the students' Maternal/Child content knowledge based on these changes is scheduled to take place during the 2017-2018 academic year.

Another example of CTE program outcome assessment and how it has impacted the improvement of curriculum is the work of the Computer Information Technology department. BHC has offered CompTIA prep courses since the mid-2000's. However, students had to pay for the exams themselves and travel up to 60 miles to a test center. In an effort to have more students take the exams, faculty worked to become a CompTIA Academy. This provides education discounts on exam fees. The exam fees are now incorporated into the lab course fee in order for financial aid to cover the fees. Additionally, faculty coordinated with the Testing Center to have BHC become a PearsonVUE test center, so students can take exams here on campus.

In Spring 2014, all was finally in place and BHC began having all students in ITS216, NETW255 and NETW274 take the corresponding CompTIA exam at the end of the semester. Students do not need to pass the exam to pass the class. If they do pass the certification exam, they may opt not to take the class final exam.

Result 1R2. 2 CompTIA Certification Exam Pass Rates

Exam\ Course		Spring 2014	Fall 2014	Spring 2015	Fall 2016	Spring 2017	Total Passed\Attempt
A+ ITS216 (2 exams, must pass both to certify)	901 exam	Pass\Attempt		8\10 80%	7\8 88%	2\2 100%	17\20 85%
	902 exam			2\10 20%	5\8 63%	2\3* 67%	9\21 43%
	A+ Total cert.			2\10 20%	5\8 63%	2\3 67%	9\21 43%
Network+ NETW255	Passed\Attempt %		6\7 86%	5\7 71%	2\8 25%	1\8 13%	14\30 47%
Security+ NETW274	Passed\Attempt %	6\10 60%		7\9 78%	2\5 40%	2\5 40%	17\29 59%
Totals		6\10 60%	6\7 86%	14\26 54%	9\21 43%	5\16 31%	40\80 50%

The certification rate is not where the department would like it to be and CIT has identified a number of factors to consider. See Result 1R2. 2. Students are required to take the exam as part of the course. Thus, the level of ability, effort and commitment is the same as any other class. Before integrating the certification exams into the curriculum, students were on their own to pay for and take the exams and the pass rate was near 100% - but less than one student in three took the exams. Since these classes are by necessity 4th-semester classes, students are taking the exams mingled with other finals, along with preparing for graduation in many cases. Distractions are numerous.

To counter the factors identified faculty has worked continually to adjust and tweak the certification program. Training materials are evaluated each semester, faculty use the same CompTIA texts in all the intro courses that feed into the cert-prep classes to begin covering the objectives early on and specific CompTIA objectives are included in the content of prerequisite classes, as appropriate. For example, ITS112 references the list of Linux and Windows commands to be sure all are covered in the classroom. Instructors compare notes as new objectives come out. Nearly every course in the curriculum is now informed in some way by CompTIA objectives. Faculty are working to adjust the curriculum to move NETW255 to the third semester, so it does not collide with the other two. This would reduce the times when students need to take multiple certification exams within the same week.

The Co-Curricular Assessment AQIP Action Project piloted on average six events in Spring 2016, Fall 2016 and Spring 2017. In the 2016-2017 academic year this resulted in 257 Comment Cards providing feedback from 243 students and 14 community members. Of those, 198 participants (81% of the student participants) shared they were participating as a result of a class assignment. Those faculty members on the Action Project are piloting the assessments with their club and discipline-sponsored co-curricular activities.

II2 Improvements (I)

The College has identified several opportunities for the assessment of program outcomes. During 2017 the faculty decided to continue using the General Education Curriculum Grid. In Fall 2017 semester, the SLC will work with the department chairs to determine a schedule for assessment related to the five strands within the grid. The opportunity is to focus on specific strands versus trying to assess all outcomes every

year. The Spring 2017 Faculty Assembly Day conversation also resulted in the Faculty Senate SLC being asked to review the General Education Curriculum Grid rubric for simplification and/or revision, as applied to not only the newly determined ILOs but also the General Education (AA/AS) program outcomes.

Result 1R2. 3 Co-Curricular Assessment Data

Co-Curricular Comment Card	2015-2016	2016-2017
Questions	Average Score	Average Score
Common Co-Curricular Outcomes		
1. Develop Team Building Skills	3.88	4.56
2. Generate new ideas or ways to improve things	4.35	4.55
3. Communicate effectively in informal environment with peers	4.41	4.62
4. Develop leadership skills	4.08	4.41
5. Develop organizational skills	4.1	4.43
6. Develop public speaking skills	4.05	4.34
7. Interact effectively with people of different races, ethnicities, religions and cultures	4.54	4.47
8. Explore career options/opportunities	3.89	4.3
Unique outcomes by event- specific to a course		
• Broaden my musical tastes, becoming appreciative	4.74	4.75
• Experience sound through rhythm, form and melody.	4.82	4.89
• Understand and appreciate the arts.	4.81	4.7

There is significant assessment that happens at the program-level at BHC. However, the opportunity has been identified to integrate and follow a systematic process for collecting this data and reporting it in a manner that it is centrally located and accessible by larger audiences. For those CTE programs with program-level outcomes that have not been clearly articulated, they will follow the Unit Assessment Planning Process, resulting in all AAS and certificates having program-level outcomes written by the end of the 2017 fiscal year. Additionally, the Unit Assessment Plan will identify measurements, targets, and timeline for assessing them, ensuring each outcome will be assessed multiple times culminating in the fifth-year Program Review. (4P2)

The SLC, in conjunction with the office of the Vice President for Instruction & Student Services, will be working to establish mechanisms to communicate assessment information to the greater college community over the next year.

1.3 Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs.

1P3 Processes (P)

Identifying student stakeholder groups and determining their educational needs (Criteria 1.C.1, 1.C.2): The process for identifying current student stakeholder groups and determining their educational needs follows the Placement, Early Alert, Listening & Learning processes described in 2P1. Additionally, faculty and Student Services personnel analyze admissions data the student provides upon application to the College. In addition to standard characteristics the student may identify as degree or non-degree-seeking, seeking an occupational certificate, or a course enrollee student. Additional data reviewed to determine student stakeholder groups and determining their educational needs may include placement test data and a

review of trends in student retention and completion. These data are reviewed during the Strategic Planning Process and more frequently by the Strategic Enrollment Management Committee.

BHC students typically fall into one or more broad segmentations with the “swirling” student population recently identified by the Strategic Enrollment Management Team. See Figure 1P3. 1.

The College works with the secondary schools in the District to offer Dual Credit Transfer and Career and Technical Education courses. While a high school student may not be able to complete an entire degree using dual credit in the high school, certificates in Certified Nursing Assistant (CNA) and Welding can be earned through the high school dual credit process.

BHC has representatives who serve on the local Workforce Innovation & Opportunities Act (WIOA) board and seek approval for degrees and certificates that lead to employment in certain industry sectors. Individuals who qualify for WIOA funding are then able to have their tuition paid. (These individuals can be high school or returning adult students.)

Finally, through the Strategic Enrollment Management Process, ongoing scanning of the current and potential student body, employment data, and workforce development needs are reviewed to ensure BHC is meeting student needs.

Figure 1P3. 1 Student Segmentation

1. Students planning to transfer to a four-year institution
2. Students enrolled in an occupational career-track degree program
3. Students seeking short-term occupational certificates
4. Students requiring developmental courses prior to beginning college-level courses
5. Students pursuing personal interests and are course enrollees
6. Students enrolled in Adult Basic Education, or English as a Second Language
7. Bridge Programming GED/Credit integrated learning
8. Students “swirling”- attending BHC to complete a limited number of specific courses to apply to programs/degrees being completed elsewhere.

Identifying other key stakeholder groups and determining their needs (Criteria 1.C.1, 1.C.2): The College has multiple approaches based on the stakeholder group. BHC follows the documented New Program Approval Process when designing new programs and courses to meet employer needs. First, need is determined through industry surveys and/or feedback from Advisory Committee meetings, and through research on local and regional employment which occurs during Strategic Planning sessions or through connections made throughout the year. Curricular models are then studied and objectives are developed to match specific skills.

CTE programs and Professional and Continuing Education (PaCE) courses are developed with the aid of Advisory Committees comprised of business leaders and influential members of professional and vocational fields who provide guidance in skills/outcome identification.

The Adult Education curriculum and programming is structured to ensure student success in basic academic skills and assist in transitioning to employment, training, and post-secondary education. Instructional areas include GED preparation, high school credit, ESL, Pre-GED for Second Language Learners, and family literacy.

Developing and improving responsive programming to meet all stakeholders’ needs (Criteria 1.C.1, 1.C.2): The Program Review process is used to revise programs to meet stakeholders’ needs. All academic programs conduct a Program Review at least once every five years. The Program Review process addresses the need for the program/discipline, its quality, and cost of operation, and examines current information and data to support recommendations for improvement. At the conclusion of the Program Review cycle department chairs and deans evaluate and implement improvements.

The Program Review process is a rigorous and collaborative discussion by faculty, staff, employers, transfer

institutions, and advisory committees on the academic program's viability, strengths, weaknesses, occupational demand, and student learning outcomes, all relative to the continuous improvement of the program. Furthermore the purposes of program/discipline review are:

- 1) To support department level planning and decision-making related to:
 - a) Assuring the continuing needs and improving the quality and cost-effectiveness of instructional programs and discipline course offerings;
 - b) Assessing, improving, and updating programs/course offerings on a regular basis; and
 - c) Discontinuing programs/discipline courses when there is no longer sufficient student interest, quality cannot be maintained at an acceptable level, or there are no longer occupational demands to support the cost of instruction.
- 2) To demonstrate college accountability to ICCB in maintaining high quality, cost-effective programs, and discipline courses that are responsive to the needs of students, businesses, and industries in Illinois.
- 3) To identify best practices, exemplary innovations, and program issues that ICCB needs to address at the state level.

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs: Course level direct assessment methods are determined by the individual faculty and at the discretion of the Department when embedding common tools in sections of the same course. The Faculty Senate SLC is currently researching and selecting rubrics for assessing the institutional-level outcomes with the effective communication rubric available Fall 2017.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (Criterion 4.A.1) One way to assess the currency of transfer courses and degrees is through participation in the IAI, which ensures transferability of transfer courses within the four-year public and participating private universities in Illinois. Transfer courses are submitted to, and reviewed by, a panel of faculty, staff, and administrators from public two- and four-year institutions and participating private four-year institutions. The General Education and Major panels review new courses as well as have a cyclical ongoing review for all courses. Transfer and career and technical courses that do not have an IAI equivalent are articulated with at least three four-year institutions.

Programs are continually benchmarked against other community colleges and four-year institutions through ICCB state data, National Community College Benchmark Program (NCCBP) data, and year-to-year assessment data BHC collects internally.

1R3 Results (R)

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Outcomes/measures tracked and tools utilized: Outcomes measured to determine if BHC academic programs remain current and meet the needs of the College's diverse stakeholders include regular review of programs for revision, deletion, or development. After department faculty members propose and review changes, the Faculty Senate Curriculum Committee and the College Academic Affairs Committee review the request for revision, deletion, or addition of new programs and makes a recommendation to the office of the Vice President for Instruction & Student Services. With new programs and program deletions, the Board of Trustees must also approve these, per Board Policy. ([Board Policy 2.45](#), Program and Curriculum Administration). With the improvements to the Program Review process requiring a more robust review of individual courses, their alignment to the GRID and program outcomes, course enrollments, retention, and completion data, a higher number of "orphaned" course were identified and determined no longer relevant to the curriculum and were recommended for deletion. See Result 1R3 4.

The office of the Vice President for Instruction & Student Services maintains the change requests resulting from the Curriculum Committee recommendations and submits them to ICCB and HLC for proper approvals. The separate accreditation documents and data are maintained in the individual departments.

Summary, Interpretation of results, comparison with targets/benchmarks: The table below demonstrates the continuous evaluation and modification of curricula by the departments and programs to ensure that the program design meets stakeholders' needs. See Result 1R3 1.

The CTE programs also utilize Advisory Committees to assist with program design and program quality. During FY 2017, 11 committees reported being directly involved with redesigning program and 7 reported providing input into quality improvements. The chart

below describes the composition of the Advisory Committees in FY2017. See Result 1R3 2. Twenty committees engaging 283 individuals that represent 138 different employers, 11

Result 1R3 2 Advisory Committee Composition

Black Hawk College Program/Department Advisory Groups	
Total number of Advisory Committees.	20
Total number of people on all advisory groups combined.	283 different people
Total number of employers.	138 different employers/jobs
Total number of retirees.	9
Total number of alumni	11
Total number of current BHC employees.	55
Total number of High School Personnel	9
Other: No current Occupation Status Listed	4

alumni, 9 retirees, and 55 current faculty and staff members. Increasing the utilization of Advisory Committees having a direct impact on the design and redesign of programs and their quality is a future opportunity being addressed with the assistance of the Carl D. Perkins staff.

Program Reviews are scheduled for the review of various types of academic programs and Student & Academic Support Services. See Result 1R3 3. At the conclusion of the Career & Technical Education Program Review faculty recommend the continuation status of the certificate/degree. Academic disciplines recommend

Result 1R3 3 Number of Program Reviews Completed

Completed Program Reviews					
	2012	2013	2014	2015	2016
Career and Technical Education Programs	26	26	16	19	32
Academic Disciplines	5	3	8	4	7
Cross-Disciplinary Curricula	2	4		3	1
Student & Academic Support Services	2	6		4	5
Total Reviews	35	39	24	30	45

opportunities for improvement as do Cross Disciplinary and Student & Academic Support Services. New in 2017 departments are required to create Unit Assessment Plans that describe, using a common and systematic WEAVE Assessment template, the opportunities for improvement.

The 2016 Program Review results are beginning to reflect the increased efforts to ensure curriculum was relevant, meeting the needs of students and employers, and continued to be a strategic fit for the College with the larger than normal recommendation to discontinue curriculum. See Result 1R3 4. Those CTE

Result 1R3 1: Curriculum Committee Changes to Courses/Curriculum

	# of Changes		# of additions		# of deletions		# of Inactivation's
	Course	Program	Course	Program	Course	Program	Program
AY 2013	159	17	35	7	23	9	1
AY 2014	148	12	7	0	22	2	0
AY 2015	77	25	15	5	4	12	0
AY 2016	158	8	11	3	26	4	5
AY 2017	98*	7*	6*	0*	52*	4*	6*
*January - May 2017							

programs identified for discontinuation are a combination of curricula with no enrollments or curricula that were significantly redesigned to meet employer needs.

Result 1R3 4 Program Review Actions

Type and number of Action Taken Resulting from Program Review					
	2012	2013	2014	2015	2016
Minor Improvements	19	21	6	16	16
Discontinue	6		3	3	12
Inactive Status	1	1			
Scheduled for Further Review		8	7		4
Total Action Plan	26	30	16	19	32

1I3 Improvements (I)

CTE programs are required to have Advisory Committees and are part of the Perkins funding at the College. To increase the number of active Advisory Committees and CTE departments reporting committee feedback directly impacted the quality of the curriculum. The CTE Grants/Project Manager is planning to meet each semester with the department chairs and faculty of the CTE programs, providing technical assistance in managing and designing effective Advisory Committees. It is the intent that these meetings will allow for idea sharing as well as building consistency with use of Advisory Committees to assist with program design and quality.

The changes in Program Review have brought a greater focus on program design and course level reviews and how they align with the institutional-level and program-level outcomes. While this process was implemented in academic year 2016-2017, the improvements noted for those participating in Program Review were significant. As the programs/disciplines continue to complete the Program Review process the Curriculum Mapping will be completed, aligning all aspects of the curriculum. Additional improvements included student course and program retention, persistence and completion data as compared to the discipline, the college overall rates and the National Community College Benchmark Project.

Improvement initiatives in the Adult Education department have focused on the development of “bridge” programs using the Integrated Career and Academic Preparation System (ICAPS) model. ICAPS brings content and basic skills instructors together into the same classroom. Students complete their basic skills goal (GED or ESL) while simultaneously completing college-level courses toward an industry-recognized certificate. The most recently developed bridge program is a Patient Care Technician to start in Fall 2017.

Adult Basic Education instructors have identified the difficulty low-to-medium level readers have in making progress. A team comprised of an administrator, an instructor, and an advisor were trained in research-based Evidenced Based Reading Instruction (EBRI) in 2013. Initial pilots for EBRI instruction took place in the ABE classroom consistent with ICCB’s original focus. Out of 14 students in the first cohort, 8 made gains. Average gain on the Test of Adult Basic Education was 2 years, 7 months. In the second cohort of 14, 7 students showed gains with an average gain of 1 year, 7 months.

While the initial impetus for the EBRI initiative was helping ABE students in the 5.0-8.9 grade level progress, faculty decided to research how focusing on the EBRI strategies for improvement in reading comprehension and development of academic vocabulary could apply to ESL instruction. An assigned committee analyzed current texts in both areas. Analysis revealed that while ESL texts incorporated academic vocabulary, the vocabulary was not emphasized and combined with clear instructional strategies for reading comprehension. The committee selected a new reader series (Reading Power) for pilot use in

selected classes of ESL Levels 2B-4 starting in August 2013. In October 2013, post-testing results in these pilot classes looked promising. In November, research and pilot results were presented to all ESL instructors during the fall in-service training. Additional instructors expanded use of the new materials and strategies during spring of 2014. Reading Power, as well as some EBRI vocabulary texts, has now been adapted for use in all Level 2B-4 classrooms.

When evaluating for readiness to transition out of ESL classes and before implementation of EBRI methodologies students averaged English reading scores between 1.5 and 2.9 on the Test of Adult Basic Education. The majority of students now test in the 2.9-3.9 range with some scoring above 4.0. Students are much better prepared for transition to ABE, Academic ESL, and/or ICAPS.

Instructors are also embedding computer use within Adult Education curricula to prepare students for computerized GED testing in addition to post-secondary and workforce readiness. Assigned faculty evaluated ESL, ABE/GED, and High School Credit curricula in relation to ICCB established standards for Adult Education and integrated computer skills at all levels. The move to full implementation with revisions is planned for Fall 2017. BHC will run two pilot classes devoted exclusively to computer skills for ESL students in a three-week summer session. Level A will focus on ESL students in 2B-3B classes; Level B will focus on Level 4 students.

1.4 Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations.

IP4 Processes (P)

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (Criterion 4.A.4): Black Hawk College is an open enrollment institution and as such all students are accepted into the College. Some programs/courses require a specific level of college-readiness prior to enrollment. All students must meet the prerequisites through completion of the college's placement test (ACCUPLACER) or have appropriate ACT/SAT scores or college course work from another institution.

Prerequisites and placement for specific curricula, programs, and courses are determined at the academic departmental level. The New Program Approval Process, providing for the creation or change of a program or course, is available in the Curriculum/Course Handbook and used by faculty to determine and gain approval of the preparation required of students for specific curricula, programs, and courses.

In 2015 ACT announced that the COMPASS placement exam would no longer be available for use. Since BHC had used the COMPASS exam, the faculty and staff met to determine a new placement test. Several factors were used when considering different placement tests, including cost and regional consistency. Once BHC concluded that ACCUPLACER would replace the COMPASS exam, the faculty used comparison scores between the two placement tests as well as data from other regional institutions to determine the cut scores for math, reading, and writing placement. The faculty plans to assess the cut scores for placement in the different subject areas at the end of the Fall 2017 semester and then establish a schedule for ongoing assessment of the cut scores.

Communication of preparation required for specific programs and courses is accomplished in numerous ways:

- Through the Admissions section of the BHC [website](#), students are able to access information relevant to their needs.
- During online or face-to-face NewSTARS orientation sessions.
- Admission advisors and dual credit coordinators work jointly with District high schools to convey the college admissions policies and procedures.

- The College's Recruitment department hosts a variety of events at both campuses in which potential students can receive the information necessary to enroll.
- Selective admissions programs, such as Nursing, Physical Therapist Assistant, and Veterinary Technology, offer application information via departmental [webpages](#) or through program informational sessions.
- The College Catalog and supplement are available online.

Before formally being admitted into some health science programs, prospective students are required to complete an application and meet a variety of admissions requirements, as documented in the College Catalog. All incoming students who enroll in non-credit Adult Education classes complete assessment testing prior to enrollment. Each of Adult Education's areas of instruction (ESL, Adult Basic Education (ABE), ABE for English Language Learners, GED, and High School Credit) use specific assessments relevant to their content area.

Students enrolling in ESL classes complete an intake questionnaire that provides the Intake and Assessment Specialist or assigned ESL faculty member with important student background information. This information includes the number of years of formal education completed in the students home country, prior English study, employment status, and the length of time the student has lived in the United States. The students ability or inability to complete this form, combined with the speaking/listening skills demonstrated in the interaction with the intake person, help determine which assessment instrument to administer. Based on the intake persons initial assessment of English literacy, the Basic English Skills Test (BEST) Screener, BEST Literacy, one of multiple forms of the Comprehensive Adult Student Assessment Systems (CASAS) test, or Levels Easy (E) or Medium (M) of the Test of Adult Basic Education (TABE) will be administered. More than one test may be necessary in order to determine appropriate class placement in one of the 5- levels of Adult Education ESL. ESL instructors monitor student progress through classroom activities that involve demonstration of English speaking and listening, as well as reading and writing proficiency, during the first few weeks of enrollment to look for false placements. When these are detected, students are moved to a level that can better meet their instructional needs.

ABE for English Language Learners have typically scored at the top level of the CASAS test and are then assessed either using the Level E or Level M TABE. The Locator test helps the Intake and Assessment Specialist or ESL faculty member determine which test is appropriate.

ABE and GED potential students are also assessed using TABE. The Locator test helps determine if the student should be assessed on the Easy, Medium, Difficult, or Advanced test. Instructors use these test scores combined with a student interview and pre-test instruments provided by publishers (Steck-Vaughn and Contemporary), to identify particular areas of strength and those areas that need most attention when developing the student's instructional plan.

Students who enroll in non-credit classes offered through Professional and Continuing Education (PaCE) have not traditionally been required to complete an assessment prior to enrollment. This changed in 2009 when ESL students served by both the Adult Education and Academic ESL departments began registering for short-term health training programs. Many did not have the language skills necessary for successful course completion and/or employment. Prospective students who are not native English speakers and demonstrate questionable language skills during the registration process are now referred to one of the Adult Education full-time faculty members or the Academic ESL Coordinator for advising. These individuals have reviewed course curricula for seven of the short-term health courses and determine whether students are adequately prepared to enroll. Those who are not are provided with an instructional plan designed to prepare them for future enrollment.

Communication with students is an essential element of student preparation and learning. BHC endeavors to present itself clearly to students and the public, with transparent information on programs, requirements, faculty and staff, costs, and accreditation relationships. The College has a robust relationship with District

area high schools. Communication and sharing of college syllabi are a vital component of this relationship. BHC faculty shares the generic math and English course syllabi with many area high schools and are continuing to host joint meetings between the high school and college faculty to discuss these expectations. This increases awareness by high school instructors of expectations for graduating seniors in these subject matters.

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (Criteria 3.A.1, 3.A.3, 4.A.4): Black Hawk College sustains program and course rigor through several methods. The College adheres to a five-year Program Review cycle for all instructional programs. The purpose of the review is to ensure that programs and courses are effective and current. Program Review offers faculty and administration the means of examining program and course-level data to determine if student learning outcomes, as well as common institutional outcomes, are being met.

The office of Planning & Institutional Effectiveness (PIE) assists the Program Review process by training department chairs and providing appropriate data and technical assistance. See Figure 1P4. 1. To ensure the program quality and learning goals are consistent across all modes of delivery and locations, data are segmented by online, dual credit, and traditional course offerings. Further segmentation extracts trends in student achievement based on gender, ethnicity, and first-generation students mirroring the definitions of special populations served by Perkins, TRiO and ICCB Under-represented groups, essentially programs that can assist in the design of services to meet academic needs of students. Department chairs bring together a review team of identified stakeholders. The Program Review team examines the program/course data, develops an explanation of the data, and makes data-driven recommendations for the program.

As the team leader, the Department Chair regularly shares review progress with the Dean and makes a final presentation, using a [SWOT analysis](#) format, to the Program Review Panel. The duties of the Dean in the Program Review process are to provide resources and advice to the Program Review team. The Dean also compiles the final Program Review Executive Summary which is given to the Vice President for Instruction & Student Services. The Vice President for Instruction & Student Services oversees the Program Review Panel and makes the final determination of each department's self-study. The Vice President for Instruction & Student Services prepares a final Board of Trustee Report when appropriate.

Further evidence of program and course rigor is Black Hawk College's participation in the IAI, a state-wide agreement of core general education courses among partner colleges and universities. The IAI General Education Core Curriculum is embedded within the College's AA and AS degrees. The College maintains specific degree, major, and course transfer agreements with both public and private colleges and universities. Transfer guides and agreement information is accessible by meeting with a BHC advisor and available on the College [website](#).

Black Hawk College's Dual Credit Program operates according to the standards set forth by the Illinois Community College Board (ICCB) and the Illinois Dual Credit Quality Act. These standards dictate:

- High school students enrolling in college courses for dual credit comply with the same prerequisite requirements as other college students.

Figure 1P4. 1 Examples of Program Review Data

- Modality and Course Grid
- Curriculum maps
- Course retention rate, Course retention rate in subsequent course
- Enrollee and Completer Success Rates
- Dual Credit & online enrollment & Completion Rates
- IAI Status
- Program retention, completion rates
- Revenue to Cost

- Credits earned through the Dual Credit Program are recorded on students' official college transcripts. Information regarding the registration process is provided to students and high schools through informational meetings and posted on the college [website](#).
- High school dual credit faculty must meet the same teaching competencies as on-campus adjunct faculty and have the approval of the Department Chair and Dean prior to teaching dual credit courses.
- BHC provides dual credit faculty with discipline-specific professional development to focus on course content, delivery, and assessment. High school dual credit faculty have access to the same professional development opportunities offered to on-campus adjunct faculty.
- Courses conducted on high school campuses through the Dual Credit Program are college courses which have the same departmental classifications, course descriptions, numbers, titles, and credits as those taught on-campus.
- Student learning expectations and outcomes are the same for Dual Credit Program students and on-campus students. This is confirmed through grade comparisons between campus and dual credit students as well as student success in the next sequence of foundational courses.
- Assessment methods are the same for dual credit and on-campus courses. Syllabi for dual credit courses are compared with syllabi from on-campus courses.

The College is currently in the process of completing the self-study component of the application to be accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Another example of the College's commitment to evaluating and ensuring program rigor is the utilization of the Pathways to Results (PTR) process. This process has been used by BHC since the 2012-2013 academic year as a method of evaluating quality and rigor in CTE programs. PTR is a continuous quality improvement process developed and supported by the Office of Community College Research and Leadership (OCCRL) and ICCB. This process focuses on ensuring equitable outcomes through the analysis of student-level data to improve processes and practices that are crucial to student success. Through the use of the PTR process, the College ensures that its CTE programs provide the diverse student population with the means to transition through postsecondary education and into employment.

Awarding prior learning and transfer credits (Criteria 4.A.2, 4.A.3): BHC awards transfer credit to students who have submitted an official transcript from a regionally accredited institution. Credit from sources other than regionally accredited institutions must be approved by the appropriate department chair and/or dean. Proficiency exams may be required to determine the transferability of academic credits from non-accredited sources. Only those credits applicable to the student's curriculum at BHC will be accepted from non-accredited sources. Non-traditional credit may be earned via department proficiency, College-Level Exam Program (CLEP), Advanced Placement Program (AP), International Baccalaureate (IB), Armed Services Credit, High School articulation, or portfolio. The portfolio option requires students be enrolled in LIB 240 Prior Learning Portfolio; a maximum of nine credits may be earned via this avenue.

Selecting, implementing, and maintaining specialized accreditation(s) (Criterion 4.A.5): Academic Program Review and ongoing environmental scanning are the primary mechanisms used by faculty when deciding to pursue and maintain specialized accreditations. Departments seeking program accreditations take into consideration multiple factors such as the future labor market demand for graduates of the program, faculty and administrative support, student benefits when graduating from an accredited program, and the cost associated with the accreditation process. Implementation and maintenance of specialized accreditation are the responsibility of the faculty within the individual programs, with support from the academic and college leadership. Currently, BHC has implemented and maintained specialized accreditation for programs, communicating that information to the public [here](#).

Assessing the level of outcomes attainment by graduates at all levels (Criteria 3.A.2, 4.A.6): Like many community colleges, BHC faces obstacles in assessing its graduates' outcomes once they have left the

College. With that said, the College has been transitioning from processes heavily reliant on a graduate self-reporting outcomes to using more standardized processes.

Degrees Conferred- The degrees conferred by Black Hawk College prepare students to gain or retain employment and/or transfer to a four-year institution. The College confers degrees at the certificate and associate degree credential. Annual performance data is communicated on the College's Performance Dashboard as the number of associate degrees and certificate degrees awarded. Each credential has specific requirements that must be met by the student prior to conferring the degree. Certificate programs are designed to meet a more narrow content and are focused on immediate employment or upgrade of specific skills to remain employed. These certificate programs may be "stacked" into a broader associate degree designed to prepare students for more substantial employment. Associate degrees are also designed to assist students in the completion of baccalaureate degree completion requirements. While this is not an ideal

Figure 1P4. 2 Degree Credentials Awarded

Associate in Arts
Associate in Fine Arts
Associate in Liberal Studies
Associate in Science
Associate in Science EMS-Paramedic
Associate Degree Nursing
Associate Degree Agriculture Transfer

method for determining the level of outcomes attained by BHC graduates, it is a beginning. Current faculty conversations regarding assessment include how the institutional common outcomes and the general education outcomes are integrated throughout the requirements for each of these credentials. The gap analysis is currently under discussion by the Faculty Senate Student Learning Committee.

Transfer Data-The office of Planning & Institutional Effectiveness (PIE) utilizes transfer data in three ways. First, every October PIE sends a list of all the

students enrolled in each of the past seven fiscal years to the Student Clearinghouse (each year is its own file) to identify enrollments subsequent to each student's enrollment at Black Hawk College. Data from these Clearinghouse reports are used for Program Review and in requests generated through the Institutional Data Request process. Second, during the fall and spring registration periods, PIE sends a list of all the students enrolled within the past six terms (essentially two years) to the Student Clearinghouse. These students list are generated through the Data Warehouse. For this request, PIE asks for all enrollments, past and present. Data from these reports are loaded back into the Data Warehouse and primarily used by advisors and other Student Services personnel, enabling them to more fully understand and advise students knowing a more complete picture of their academic history. Third, PIE receives special requests for data that require PIE to send a specific group of students to the Student Clearinghouse. One example of this type of request is "swirl" students. ("Swirl" students bounce back and forth between two-year and four-year institutions taking classes.) The College wanted to know the impact these "swirl" students were having in order to plan accordingly for summer enrollments.

Graduate Follow-up Survey- In 2016 ICCB decided to no longer require Illinois community colleges to submit data from the Graduate Follow-up Survey. The Graduate Follow-up Survey had two main components: satisfaction with college courses and student services and a post-graduation update on the student's success or failure in finding a job. Instead, ICCB is working on gathering post-graduation data on employment through the Illinois Department of Employment Security with plans to report back to local colleges these post-graduation employment outcomes. Therefore, the satisfaction part of the Graduate Follow-up Survey became the responsibility of each community college. Based on this news, PIE created a new process for gathering satisfaction data from graduates. Beginning with the Summer 2016 Term, for each term, PIE sends a satisfaction survey via SurveyMonkey to the college email of all prospective graduates within two weeks of their impending graduation. The results are collected and aggregated by the SurveyMonkey software. Satisfaction data is used for both academic and non-academic Program Reviews.

Licensure and Credential Accomplishments- For some career programs the licensure and credential accomplishments are forwarded to the College and other instruments rely on students self-reporting back

to faculty. As discussed in 1R1, faculty have embedded licensure and credentialing exams into the computer networking curriculum.

Faculty Relationships- Lastly faculty relationships with students as they graduate often lead to informal channels of knowledge about the outcomes achieved by former students. Asking faculty to share that information in a more formal data collection process is an opportunity for the College to pursue.

Selecting the tools/methods/instruments used to assess program rigor across all modalities: The selection of tools/methods/instruments used to assess program rigor across all modalities is a cumulative effort by faculty, department chairs, deans, the Vice President for Instruction & Student Services, and the staff of the office of Planning & Institutional Effectiveness. Program Review is the primary mechanism and is evaluated at the end of each cycle. Those evaluations and conversations have led to numerous improvements including the need to be more transparent and current with annual data in comparison to a five-year review. With the implementation of the Data Warehouse, the College has been able to respond to this need and can prepare data for analysis in a more transparent and efficient manner. What used to take college staff weeks or months to pull can now be pulled and replicated in a matter of days. Examples of the data being requested by faculty for Program Review and *ad hoc* projects include student retention, success and completion by course, course delivery mode, or student characteristic (gender, ethnicity and first-generation). This type of disaggregated data becomes the standard for Program Review and *ad hoc* requests.

Other driving forces on the tools/methods/instruments used are the Faculty Senate SLC and the Academic Affairs Committee. Part of the faculty-driven assessment process is that these subcommittees work in collaboration with administration to determine the instruments used for assessment (creating rubrics) and to determine criteria for accepting prior learning credit.

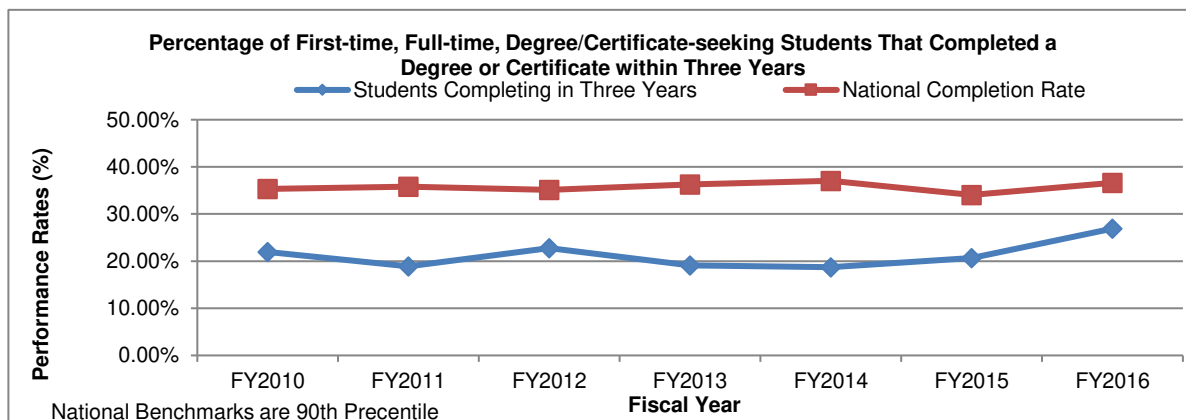
1R4 Results (R)

What are the results for determining the quality of academic programs?

Outcomes/measures tracked and tools utilized: The College annually tracks the IPED data regarding the percentage of full-time, first time students completing degrees / certificates, first-time full-time transfer rate, the number of transfer students who ultimately graduate from a four year college or university, and the overall course retention, enrollee success and completion of all students and students enrolled in dual credit courses, traditional, and online courses.

Summary, Interpretation of results, comparison with targets/benchmarks

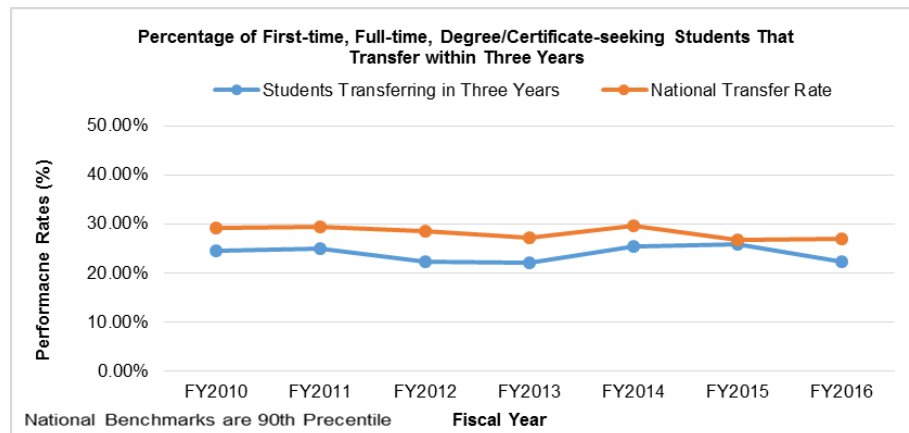
Result 1R4. 1 First-Time, Full-Time Degree Completion



Graduate Completion Rate- The first time full- time graduation rate completing within three years has demonstrated improvement over the last three years, although continue to be below the national completion rate. See Result 1R4. 1.

Graduate Transfer Rate- BHC students have continued to perform less favorably than the National transfer rate over the last six years. The BHC rate has fluctuated over this timeframe as well. See Result 1R4. 2.

Result 1R4. 2 First Time-Full-Time Transfer Rate



Another recent use of National Student Clearinghouse transfer data is tracking the number of Black Hawk College transfer students, including the “swirl” students mentioned earlier, graduating with at least a bachelor’s degree from a four-year college or university. The number of FY2013

transfer students that graduated from a four-year college or university within three years of being enrolled at Black Hawk College was 671. For FY2014 transfer students, the number graduating from a four-year college or university was 615. A comparison benchmark has not yet been determined.

Course-level Retention and Success: The NCCBP examines course-level retention and success. In addition to the course-level data the College provides the NCCBP, BHC also analyzes segments of the college for its own use. The following chart displays the college’s overall retention rate, enrollee success rate, and completer success rate as defined by the NCCBP. See Result 1R4. 3.

To evaluate and compare student success, the College monitors and compares

Result 1R4. 3 BHC Overall Course Retention, Enrollee Success and Completer Success Rate

College-Level Courses	FY2012	FY2013	FY2014	FY2015	FY2016
Retention Rate	83.42%	85.00%	86.38%	88.09%	88.20%
Enrollee Success Rate	70.17%	71.99%	74.70%	77.20%	78.40%
Completer Success Rate	84.12%	84.69%	86.48%	87.64%	88.89%

student performance in dual credit offerings, online, and traditional modalities.

Dual Credit Courses: Dual credit (high school students receiving credit from both their respective high school and BHC) student course-level retention, completer success, and enrollee success are all highly

Result 1R4. 4 Student Success - Dual Credit

DUAL CREDIT Courses						
Academic Year	ABCDPFW&X	ABCDPFW&X	Retention Rate	ABC&P	Completer Success	Enrollee Success
	Total Enrolled (Grades of ABCDFPW&X)	Total Conclusions	Total Conclusions / Total Enrolled	Total Successes	Total Successes / Total Conclusions	Total Successes / Total Enrolled
2011-2012	2,331	2,289	98.20%	2,211	96.59%	94.85%
2012-2013	2,962	2,938	99.19%	2,846	96.87%	96.08%
2013-2014	3,452	3,390	98.20%	3,268	96.40%	94.67%
2014-2015	3,636	3,558	97.85%	3,422	96.18%	94.11%
2015-2016	3,236	3,162	97.71%	3,058	96.71%	94.50%

Source: Data Warehouse

successful. Over the past five fiscal years, none of the measures has been below 94%, which would put the college’s dual credit courses in the 90% percentile according to the NCCBP. See Result 1R4. 4.

Traditional Courses: Due to the fact that most of the College's courses would fall into this category, the percentages for traditional courses matches very closely to the percentages reported to the NCCBP. See Result 1R4. 5.

Result 1R4. 5 Student Success by Course Modality-Traditional Courses

TRADITIONAL Courses						
Academic Year	ABCDFPW& Total Enrolled (Grades of ABCDFPW& X)	ABCDF&P Total Conclusions	Retention Rate Total Conclusions / Total Enrolled	ABC&P Total Successes	Completer Success Total Successes /Total Conclusions	Enrollee Success Total Successes /Total Enrolled
2011-2012	31,541	26,634	84.44%	22,998	86.35%	72.91%
2012-2013	29,821	25,719	86.24%	22,305	86.73%	74.80%
2013-2014	28,622	24,453	85.43%	21,519	88.00%	75.18%
2014-2015	25,760	21,881	84.94%	19,432	88.81%	75.43%
2015-2016	22,647	19,474	85.99%	17,405	89.38%	76.85%
Source: Data Warehouse						

Online Courses: Online course retention, enrollee success, and completer success have all consistently been below the college's overall percentages. When compared to traditional courses offerings, course-level retention is only slightly lower. However, bigger gaps exist when examining completer success and enrollee success. Fortunately for the College, the gap for completer success between online and traditional courses has gone from 7.45 percentage points in FY2012 to 4.10 percentage points in FY2016, or 45%. The gap for enrollee success between online and traditional courses has gone from 8.25 percentage points in FY2012 to 4.69 percentage points in FY2016, or 43%. See Result 1R4. 6

Result 1R4. 6 Student Success by Course Modality- Online Courses

ONLINE Courses						
Academic Year	ABCDFPW& Total Enrolled (Grades of ABCDFPW& X)	ABCDF&P Total Conclusions	Retention Rate Total Conclusions / Total Enrolled	ABC&P Total Successes	Completer Success Total Successes /Total Conclusions	Enrollee Success Total Successes / Total Enrolled
2011-2012	5,897	4,833	81.96%	3,813	78.90%	64.66%
2012-2013	5,754	4,865	84.55%	3,903	80.23%	67.83%
2013-2014	5,940	4,968	83.64%	4,146	83.45%	69.80%
2014-2015	5,719	4,832	84.49%	4,112	85.10%	71.90%
2015-2016	5,775	4,886	84.61%	4,167	85.28%	72.16%
Source: Data Warehouse						

114 Improvements (I)

While some disciplines/departments report reviewing student retention and success by delivery modality, and recent improvements in 2017, to the Program Review process requiring a review and comparison of data on courses offered by modality with retention, persistence and completion performance data, the College currently has an opportunity to look at the data in a more timely and systematic way. One of the planned improvements for the coming year is to have discussions with faculty to determine a more systematic and inclusive assessment process of all courses delivered in all modalities.

As compared to the ICCB peer institution benchmark, the College has been making progress in the first-time, full-time student completion in three years. BHC data still remains below the national rate and therefore is an area for improvement. It is difficult to separate program quality from student support services that attribute to this improvement. In the next three years, BHC will work to discern factors related to program quality that may be influencing the rate of completion being lower than the national rate.

1.5 Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge.

IP5 Processes (P)

Ensuring freedom of expression and the integrity of research and scholarly practice (Criteria 2.D., 2.E.1, 2.E.3): The College is committed to freedom of expression and the integrity of research and scholarly practices as evidence by the college core value of integrity, BOT Policy [Board Policy 4.56](#) Ethics referring to State Officials and Employee Ethics Act, which regulates ethical conduct of employees and contract language agreement between the Board of Trustees and the faculty and professional staff. The Agreement between the Board of Trustees Black Hawk Community College District No. 503 and Black Hawk College Teachers Union, Illinois Federation of Teachers, Local 1836, AFL-CIO for August 2014-July 2017 stipulates, in Part I Section 7.4, agree to protect and encourage the search for knowledge and its dissemination. Within the broad framework of academic freedom affirmed with the contract, the faculty and Professional-Technical employees shall continue to have the individual right and responsibility to determine course content, teaching methods, and textbooks, subject to applicable College policies and procedures.

The College supports students, faculty, and staff in the development and application of ethical practices related to research in many ways as evidence by the academic integrity resources provided by the libraries for faculty and staff:

- Copyright research and guidance is provided to faculty and staff by the librarians
- Workshops/demonstrations are provided to demonstrate new databases or refreshers on existing resources
- Director of Library Services participates as *ex officio* on Teaching and Learning Advisory Committee to discuss continuous improvement opportunities with faculty
- Assist faculty in researching suspected cases of plagiarism

Ensuring ethical learning and research practices of students (Criteria 2.E.2, 2.E.3): The Student Handbook communicates to students the Academic Dishonesty Policy and Procedure while sharing a definition of plagiarism and cheating. The Student Handbook is available to students on the BHC website. The students are informed about the location of the Student Handbook as well as its contents in NewSTARS (mandatory for all incoming full-time students) and during new student orientation. As of the 2017-2018 academic year, the Student Handbook will be emailed to all students.

All students who are pursuing an Associate's in Arts or Associates in Science degree at BHC are required to complete Composition I (ENG 101) and Composition II (ENG 102). Students completing an Associate of Applied Sciences degree are required to take a communications course. Five of the ten courses, that students can chose from, including those mentioned above, contain expected learning outcomes directly linked to ethical practice in citation of sources and ethics.

The college Faculty Handbook outlines the procedures to be followed by faculty regarding academic honesty and integrity. At the beginning of each semester, each instructor informs students about the college policy on cheating and plagiarism. Each student bears the ultimate responsibility for being aware of college policy, regardless of whether or not the faculty member has provided this information. Since it is the faculty member's responsibility to assign grades, it is also his/her prerogative to determine what constitutes cheating or plagiarism in his/her classes. The faculty member determines the consequences for cheating or

plagiarism. Unless that judgment can be shown to be either capricious, arbitrary or in bad faith, the faculty member's judgment will stand.

Additional examples of resources available to students:

- Tutoring Center: The tutors are able to offer additional instruction outside of the classroom on plagiarism and provide educational supports to assist students in avoiding academic dishonesty.
- Library: The library provides several different resources for students to assist with ethical learning and research practices. In fiscal year 2016, library staff taught 98 instructional courses, which included discussion on citing sources and avoiding plagiarism. Reference services answered 2641 student questions with approximately 40% of those questions pertaining to locating scholarly resources and citing these works. Thirty-four of the 37 library's article databases have a citation generator. The librarians build a citing sources webpage and provide online research skills tutorial for faculty to use in the classroom.

Ensuring ethical teaching and research practices of faculty (Criteria 2.E.2, 2.E.3): [Board Policy 4.56](#)

Ethics refers to the State Officials and Employee Ethics Act, which regulates ethical conduct of employees. While BHC is not a research institution by mission, the College supports research and inquiry by faculty particularly in the scholarship of teaching and learning. The Institutional Review Board (IRB) provides oversight to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students meets all federal guidelines. (Criterion 2.E.1) The IRB's Guidelines for the Protection and Ethical Treatment of Adult Human Subjects in Research is currently under review. The [IRB documents](#) are to guide faculty and staff in the protection and ethical treatment of human subjects in research. These documents have been constructed in accordance with the Code of Ethics used in the core Human Sciences, as well as the Federal Guidelines that relate to human research subjects, and the Black Hawk College Core Values.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity: [The Faculty Academic Dishonesty Policy Report Form](#) is a tool used to collect data regarding the number of incidences of academic dishonesty, severity of the incident as well as the disposition of the incident.

IR5 Results (R)

The IRB committee has approved 34 studies in the past five years.

Student Academic Dishonesty Cases- The total number of documented academic dishonesty complaints has decreased slightly from AY 2015-16 to AY 2016-17. The distribution and types of infractions reported do not appear to be significantly different.

Type of Complaint	Number of Complaints	
	2015-2016	2016-2017
Cheating	5	4
Plagiarism	12	11
Stealing of test	3	0
Falsifying records	0	1

II5 Improvements (I)

This is an area of opportunity for BHC to improve data gathering, analysis and use to impact processes. Until Fall 2016, the IRB Committee was a subcommittee of the Faculty Senate and administration of the IRB process was solely within the purview of the faculty. In Fall 2016, the Faculty Senate moved to have the IRB Committee no longer be a subcommittee of the Senate. Since that time, the office of Vice President for Instruction & Student Services has collaborated with the faculty of the IRB Committee to determine the new structure within the College. The work will continue with plans to complete the transition in Fall 2017

with formal Administrative Guidelines outlining the IRB process at Black Hawk College. Part of the formalization of the process will be to track the type of IRB application approved, conducted, and used to impact the quality of instruction.

The greatest number of reported academic dishonesty cases has been plagiarism over the last two years. The Vice President for Instruction & Student Services is planning a workshop during the Fall 2017 Assembly Day to provide faculty an opportunity to share resources and methods for educating students on the severity of academic dishonesty related to plagiarism.

CATEGORY TWO: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Meeting Student and Other Key Stakeholder Needs focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders such as alumni and community partners.

Introduction

Black Hawk College has two campuses that serve distinct student populations. The two campuses started independent of each other and as a result of a merger Black Hawk College East Campus, first accredited in 1975, and Black Hawk College Quad Cities Campus, first accredited in 1951, became a single entity in 1986.

The campuses are very similar in that they serve the educational needs of students and employers through the provision of academic programming and student academic and support services. They differ in that they each have their niche programming as part of the 5 Pillar diagram (4P1). East Campus serves a larger population of traditional age (20 and under) students coming from outside the college District in the Agriculture and Equestrian Sciences fields while the Quad Cities Campus serves the educational needs of a higher percentage of non-traditional students in the age categories of 21 and older.

The College's Strategic Plan calls for the College to foster a "one-college" environment. To that end the instructional departments have merged to create collaboration and coordination of district-wide academics. Student services are following the same directive and are organizationally structured to have district-wide offices. The Financial Aid and Registrar functions have successfully been district-wide, while the functions of advising, recruiting and some academic support services are still working to operationalize how District wide leadership can accomplish and meet the needs of unique student bodies.

A common service to both campuses is the need for and relationship with the K-12 educational system.(A Strategic Plan initiative) In 2010, the Dual Credit Quality Act (110 ILCS 27) was passed by the State of Illinois. The purpose was to accomplish the following: reduce college costs, speed time to degree completion, improve the curriculum for high school students and the alignment of the curriculum with college and workplace expectations, facilitate the transition between high school and college, enhance communication between high school and colleges, and offer opportunities for improving degree attainment for underserved student populations.

Several processes such as addressing current student needs, retention, persistence and completion are systematic, while others processes are less mature and are considered reacting. The majority of the Student Services Unit Assessment Plans have goals, objectives, measures, and achievement targets that, when evaluated using the Unit Assessment Plan Review rubric, are considered "developing" to "acceptable". This level of maturity means most have clear statements, with expected results articulated, and follow the WEAVE Assessment framework (5P1).

Strength in this category are the process and tools for which data is collected to identify and determine the effectiveness of serving current student needs. Additionally, through the implementation of the Data Warehouse the College has been successful in taking individual pieces of data on students and integrating

them into one platform that enables employees to easily access, assess and then guide students through their academic experiences at Black Hawk College.

The College has also been able to use the Data Warehouse to systematically apply standard data definitions and methodologies such as how retention, persistence, and completion data are calculated and evaluate the effectiveness of services such as mandatory advising and academic program offerings as describe in category 1.4.

Future opportunities for improvement will focus on disaggregating data being collected in the Early Alert process and transforming that data into information, knowledge and wisdom to improve the outcomes of at-risk students. The Student Complaint AQIP Project will also be coming to closure with the implementation of a systematic process for aggregating complaint data from various reporting processes to inform and improve college wide services.

2.1 Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students.

2P1 Processes (P)

Identifying underprepared and at-risk students, and determining their academic support needs: The primary process for identifying underprepared students and determining their academic needs are placement testing for prospective students and the Early Alert process for currently enrolled students. Black Hawk College is an open enrollment college. This means that all students are accepted into the College regardless of prior testing, such as SAT, or high school coursework and grades. As a community college, the College offers classes which are either college-level or developmental (pre-college) level classes. To determine which classes to take, students who enroll in or accumulate six or more credit hours are required to take a placement test that measures academic skills in writing, reading, basic math and algebra. Students for whom English is their second language are scheduled for ESL placement testing. The placement test scores determine a student's ability to meet the prerequisites for placement into college-level courses (classes with course numbers 100 and above) or developmental education courses (classes with course numbers less than 100). (Optional: Biology and Chemistry Competency Exams for Anatomy and Physiology is also available to students interested in waiving the prerequisite of Biology 100, 101 or 105 and Chemistry 101 or 110.)

To further understand the academic needs of underprepared students, the College has been focusing on retaining and supporting entering students and analyzing data (SENSE) about institutional practices and student behaviors in the earliest weeks of enrollment. These data are beginning to assist the College in understanding both students' academic and non-academic needs and improving practices that impact their success.

When a faculty member identifies a student who needs support services in order to reach his or her full potential, the faculty member may make a direct referral to the appropriate Student Services personnel to assist the student in obtaining academic support using the Early Alert automated process. Examples of referrals may include a student who demonstrates problems with attendance, ability to complete course work, disruptive behavior, etc. Aggregating the data to identify trends and improve or create new support services is a future opportunity for the maturity of this process.

Deploying academic support services to help students select and successfully complete courses and programs: BHC provides a range of support services responsive to the learning support needs of students coordinated through the office of the Vice President for Instruction & Student Services. Some services are accessible to all students while others are targeted at underprepared, at-risk students, career, or first-generation transfer students. Services are aimed at assisting students learn course content as opposed to non-academic support services such as financial aid, advising, and counseling, which help students navigate the learning environment.

[Disability Services and Accommodations](#), Students with disabilities may use a variety of accommodation services that are intended to improve their performance in coursework taken either in a traditional classroom or an online environment.

[Independent Learning Centers](#), Students have access to academic computer labs, testing services such as paper and pencil testing, computerized testing, proctor arrangements, and academic Help Desk assistance.

[Library Services](#), Librarians create an infrastructure to support students with libraries at both campuses and provide online Catalogs, electronic article databases, library instruction, and inter-library loan services which are designed to provide the resources to support students and faculty with academic research needs. The librarian works with faculty to create and provide the research instruction and access to library resources that support specific writing and research assignments.

[Tutoring](#), Academic tutoring support is offered to students as walk-in, appointments, or online 24/7 through Tutor.com. A Strategic Plan Action Team is studying how to increase enrollment, retention, persistence, and completion rates by improving tutoring usage, space, and alignment of academic support services to course requirements. The cross-functional team including faculty, staff representing TRiO, Perkins, Student Retention office, Recruitment, and the office of Planning & Institutional Effectiveness (PIE) has been focusing on increasing collaboration and communication between tutoring staff and faculty and using data to determine interventions.

[TRiO](#), The TRiO grant supports students through services such as specialized academic advising, workshops related to academic, social and personal skills, tutoring, financial literacy, career exploration and textbook access.

Perkins funding allows additional support services to be offered to students who are pursuing a degree or certificate in the CTE areas. These supports include tutoring, laptop rentals, advising, and supplemental instruction.

The majority of Dual Credit course offerings includes general education Transfer and Career and Technical Education content. Annually, BHC deans and department chairs coordinate a schedule of offerings with the high schools based on student needs and qualified instructor availability.

The Mathematics Department in effort to streamline developmental education (a Strategic Plan Action) and address the data clearly indicating mathematics as a barrier to college transition from high school, has developed an innovative partnership with area high schools. To better meet the needs of students, the BHC Mathematics Department with high school faculty have created a high school course entitled Math Literacy for College Students. This two semester course mirrors the content of BHS's Math 092 and Math 094 developmental education courses. The courses taught by high school instructors, for high school credit only has been piloted in two high schools (United Township and Rock Island) in the 2016-2017 academic year. The course meets the BHC prerequisite for Statistics for General Education, Math 108 and Math for General Education, Math 110, both college-level IAI transfer courses and that meet the general education math requirement. As long as a student earns a grade of "C" or higher in the course and enrolls in either MATH 110 or MATH 108 in the fall semester following taking the course, placement exams are waived. This partnership between BHC and the area high schools is intended to alleviate the need for high school students to take multiple developmental math courses upon entering BHC. The first pilot is in process with a goal of reducing the number of students needing developmental education math when entering college.

Ensuring faculty are available for student inquiry: Faculty and instructors hold office hours to provide a consistent reliable avenue for connecting and helping students with course content. Faculty communicate office hours in their course syllabi and post office hours outside their office doors. Many faculty collaborate with the Tutoring Center and are available for tutoring.

Faculty use phone, email, myBlackHawk and Canvas as tools to be accessible to students. The College's

web portal system, myBlackHawk, provides useful content and links to Canvas, a course management tool including class announcements, e-mail, links, files, photos, chat, message board, and the ability to e-mail all students in a class. Canvas is the Learning Management System (LMS) used for most online classes at BHC, and is frequently used for hybrid and web-enhancing, as well. Canvas has tools for grades, accessing course content, submitting assignments, taking assessments, discussions, announcements, chatting, emailing, and group work. BHC instructors and students access Canvas through myBlackHawk.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty: Determining and addressing the learning support needs of students is done at both the institution and department level depending on the specific program or student group. It has been a challenge for the College to address these sometimes overlapping processes; however, the Enrollment Management Team is discussing how to best address and ensure efficient and effective processes are implemented.

At the institution level the College utilizes student feedback from the Noel Levitz Student Satisfaction inventory and the Survey of Entering Student Engagement (SENSE) to inform and address learning support needs. The Strategic Planning Process, specifically environmental scanning, informs college decision-making of broader trends in the state, geographic region, and District area. Data considered during the Strategic Planning Process are presented in a [Data Book](#) and include general population characteristics of age, gender, ethnicity, education attainment, District school K-12 enrollment, employment, labor market trends, and major industries and employers.

Examples of departmental level processes include:

- Recruitment Admission Advisors work collaboratively on campus with faculty, staff and administration to identify new student groups.
- The office of Planning & Institutional Effectiveness provides daily registration reports and departmental student enrollment characteristics which examines the enrollment trends and needs of current and prospective students.
- Marketing and Public Relations conducts ongoing research to segment the market and identify opportunities in support of the Strategic Plan, Enrollment Management Plan, and individual department needs. Marketing collateral is created with messaging specific to desired segments.
- Career and Technical Education programs scan for trends and needs of key employers in their programming area using Advisory Committee feedback.
- In order to receive Perkins funds (Carl P. Perkins Career and Technical Education Act of 2006) to provide direct student support services, the Perkins Department develops an Annual Perkins Plan identifying achievement gaps and proposing interventions for the key student groups. Preference is given to providing student support services for students the College determines are "at-risk" of not completing a postsecondary Career and Technical Education course/program or obtaining employment upon graduation from a postsecondary Career and Technical Education program.

There are two faculty senate subcommittees that are charged to assist with identifying faculty support needs. The Promotion and Review Committee and Teaching and Learning Committee identify educational opportunities for faculty. Both committees submitted topic ideas for the 2017 Fall Assembly Day that were found to be information related to learning from their colleagues and specific topics related to special student populations. The office of the Vice President for Instruction & Student Services incorporated these topics into the Assembly Day agenda as time and availability of presenters allowed. The Teaching and Learning Committee collaborates with the Director of Teaching and Learning Center and Online Learning to offer short instructional opportunities for faculty on an ongoing basis. Faculty are also able to get individualized instruction from the Director of Teaching and Learning Center and Online Learning.

Determining new student groups to target for educational offerings and services: The College uses several mechanisms for determining new student groups to target including feedback from existing partners,

a strategic Enrollment Management Team, and individual department requests.

Partnerships	<p>Quad City Career Connections organization connects BHC with high school classrooms, events, initiatives, and presentations in Illinois and Iowa to guarantee a larger reach and inform the College on traditional age student needs.</p> <p>The Quad City College Consortium is a collaborative group which includes all local public and private colleges and universities working to attract professionals in business and industry and informs the College on workforce training needs.</p> <p>Global Communities is an economic development initiative in Moline's Floreciente neighborhood which has a high population of first-generation, Hispanic and under-skilled individuals and informs the College on needs of the Hispanic student population.</p>
Strategic Enrollment Management Team	<p>Team members represent Student Services, Instruction, PIE, and Marketing and Public Relations, bringing a diverse experience and knowledge base to the effort. The team identified "swirl" students (traditional age students with a home address in the College's District yet attending a four-year institution), minority students and adult non-traditional students as student target groups. The Marketing and Public Relations department obtains directory information from public universities in Illinois for their enrolled students from the District (by zip code). Enrollment information is mailed and/or emailed to these students, advising them of summer, minimester, and online opportunities for classes. This is done 2-3 times per year.</p> <p>Geofencing, a new method of digital advertising, enables the College to send messaging to specific targeted audiences for career and transfer enrollment opportunities. Recently the College geofenced three neighborhoods with large minority populations in the District, advertising career and transfer programs.</p>
Target marketing for specific programs	<p>Department faculty will identify niche markets and programs, requesting assistance by the Marketing and Public Relations to develop targeted marketing campaigns. A recent example is the campaign targeting Visual Arts and Communication enrollment. This campaign included news releases about the program, bhc.edu website and social media promotion, and digital advertising that geofenced 6 locations with a high concentration of art and music populations.</p>
bhc.edu website analytics:	<p>The Marketing and Public Relations department monthly analyzes traffic to the website to determine what web pages are being viewed the most and from where. This analysis helps identify potential new markets and most recently led to exploration of digital advertising in selected areas in Chicago, a potential new market segment for the College.</p>

Meeting changing student needs: The College continues to identify and meet the changing needs of students through regular collection of formal survey data and through various informal mechanisms. The information once collected is then analyzed to determine next steps in improving services and processes. In order to have necessary benchmarks for department Unit Assessment Planning, and overall Strategic Planning, the College participates in nationally recognized data collection processes such as NCCBP, Noel-Levitz Student Satisfaction Inventory, and Survey of Entering Student Engagement (SENSE). Student surveys such as Noel-Levitz and SENSE have been administered in opposite years. Data collected through these surveys inform the College regarding the needs of students.

As mentioned in the 2013 Systems Portfolio, the College uses the listening and learning processes described

in Figure 2P1. 1 to provide departments with insight into the needs and expectations of students. The office of Planning & Institutional Effectiveness, once data are collected and assessed, debriefs those most likely impacted by the results. The data are included in the Unit Assessment Planning Process and Program Review process as departments ascertain opportunities for service changes based on the identified gaps and student needs.

Figure 2P1. 1 Listening and Learning Processes

Listening and Learning Approaches	Student and Stakeholder Segments	Survey Cycles
Market Research	Community residents Potential students	Bi-Annually
Focus Groups	All students, community members	During Strategic Planning Process & As needed
SENSE Survey	First-time full time students	Bi-Annually, even years
Noel Levitz Student Satisfaction	College credit students	Bi-Annually, odd years
Orientation Evaluations	Applicants/1st Semester Learners	Continuously after each session
Program Review	All Learners Potential Employers Potential Transfer Institutions	Annually
Enrollment Trend Data	All enrolled college credit learners	Daily, weekly, monthly, term
Student Course Evaluations	All Students	End of course
Email/Website Suggestion Box	All Students	Daily
Graduate Follow-Up Survey	Alumni	1 year post graduation
Data on Retention, Persistence, Course and Program Completion.	All Students, targeted at-risk developmental education enrollees	Fall and Spring Term

To determine the needs of the various prospective student groups, the Recruitment department partners with local schools, social service agencies, and/or community based organizations, and collaborates with other institutions to gather information and resources necessary to ensure that Black Hawk College is the primary option for the communities' educational needs.

Through these partnerships, the Recruitment Department has conducted surveys and led round-table discussions to continually

evaluate the quality of services/programs and the type of information that students and families need to make an informed decision about their post-secondary educational options.

The Recruitment Department also reviews surveys such as SENSE to gather information regarding current student needs and identify barriers during the Enrollment and Registration Process that can be removed for prospective and new students. Recruitment also utilizes community resources through the Quad Cities Chamber of Commerce which has identified educational attainment gaps in the community and provides a framework of target populations. Finally, Recruitment utilizes evaluations of on-campus events and campus tours to determine if the prospective students' needs were met and how to improve programming or communications in the future.

To meet the changing needs of students enrolled in non-credit programming, the Professional and Continuing Education (PaCE) department utilizes class evaluations either at the end of the class or close of the semester. Adult Education also conducts focus groups with 5-10 classes annually and quarterly reviews student academic performance through reports generated through the Data and Information System Illinois (DAISI).

To obtain a broader perspective on how the College meets the needs of the District constituents it serves, the College obtains community satisfaction information by means of the Community Perception Survey and analyzes that information during the strengths, weaknesses, opportunities, and threats (SWOT) analysis of the Strategic Planning Process. Employer needs and satisfaction data are gathered through the Advisory Committee process and through direct input to the President and other staff members engaged in community and civic organizations.

In partnership with Eastern Iowa Community Colleges, Black Hawk College serves on four Sector Boards in high skill/high demand career areas in Advanced Manufacturing, Allied Health, Information Technology and Transportation/Logistics. These Sector Boards are partnerships with employers within each industry

who come together to focus on workforce needs within the regional labor market. Information ascertained as a result of participation on these Sector Boards is brought back to BHC for inclusion into Advisory Committee meetings and for the review and modification of curriculum.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans): As an Illinois Community College, BHC operates with an open admissions policy. New students must submit an application in order to receive a “9 number”. The “9 number” becomes their unique student identifier necessary to access all student systems at the College including registration. BHC provides student support services suited to the needs of its student populations as evidenced by the provision of services to those who self-identify distinctive needs on their applications. (Criterion 3.D.1)

- Current and prospective students identify military status in order to receive financial assistance through Veteran Affairs and the GI Bill benefits.
- Students with disabilities seek accommodations from the office of Accommodations to support their educational goals.
- Students self-disclose food insecurity, housing insecurity, and financial emergencies to instructors, advisors, counselors, and other faculty and staff who then refer the student to the Student Retention Coordinator, BHC Food Pantry, SGA Food Bank, and QC or EC Foundation for emergency funding.
- Online learners logging into the myBH portal and to Canvas, the course management software for the online courses, immediately see the Online Learning Orientation support course. This course is a free Canvas-based learning course (Orientation to Online Learning-OtOL) consisting of four learning modules to provide support for students who are new to online learning. The course is self-paced and designed for students to complete on their own. The modules address four questions: Is online learning right for me? How do I get ready to take an online course? What does an online course look like and how does it work? What strategies can I use for online learning? An end-of-course survey is provided to aid in the improvement of the course for future online students.
- Undeclared majors or students uncertain about their major are identified when their major is inconsistent with the course work they are pursuing. This identification occurs during the mandatory advising sessions for students having completed fewer than 30 credit hours. Students are referred to career planning services that include free access to career interest, ability, and value assessments that aid in skill identification and interest. The College also provides access to the College Central Network for online job searches and O*Net Online which provide users free and easy access to detailed information regarding duties, requirements, salary, education, etc. for more than 900 occupations. Walk-in assistance with résumés, cover letters, and job applications is provided, as well as specific services for returning veterans re-entering the work force.

Deploying non-academic support services to help students be successful (Criterion 3.D.2): BHC provides support services responsive to student needs primarily through the divisions of Student Services and Adult Education. When non-academic needs arise that the College is unable to fulfill, it is practice that partnerships with community resources are sought and offered to students.

The following District-wide services are available to students:

[Athletics](#), Opportunities at Black Hawk College begin with being a student-athlete participating in an extracurricular activity and ultimately earning an associate degree. Black Hawk College teams include men’s baseball, men’s basketball, women’s basketball, men’s golf, women’s softball, and women’s volleyball.

[Advising](#), Current and returning students are encouraged to schedule an advising appointment to assist with scheduling and academic planning. New students participate in online orientation and NewSTARS, new student advising and registration sessions.

[Bookstore/ Hawks Hub](#), In addition to buying new or used books or renting books for classes, students can show school spirit by purchasing school-specific clothing and winter wear. The bookstores offer notebooks, art materials, supplies and other course-specific items.

[Career Services](#), Assistance in preparing a résumé and cover letter, practicing interviewing skills, and learning how to dress for the interview are available through the Career Services Center.

[Competitive Teams](#), The Agriculture department provides four competition teams in which students participate, including crops & soils judging team, horse judging team, intercollegiate show association team, and the livestock judging team.

[Counseling](#), The qualified counselors assist students in exploring alternatives, weighing consequences, and learning new skills to help cope with and resolve problems students encounter. The service hosts regular programs throughout the year to assist students who may be struggling with academic or personal life issues.

[Financial Aid Office](#), Assists students in completing FAFSA and applying for federal, state, and institutional funds to help meet educational costs.

[Student Life /Government Association](#), The recognized student governance body for BHC provides students the opportunity to be part of one or more committees such as activities, volunteerism, and governing.

[Transfer Services](#), Academic advisors assist in the successful transfer from BHC to the student's four-year college or university of choice.

[Student Support Services \(TRiO SSS\)](#), Offers students one-on-one academic and career advising as well as workshops on managing time efficiently, getting along with instructors, financing education, and academic four-year degree planning.

[Veterans Center](#), Offers veterans and active-duty military students and employees a place to relax, network, study and find resources to help transition into college and careers.

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported: All staff members providing student support services are appropriately qualified, trained, and supported in their professional development as evidenced by the hiring and development processes discussed in Category 3.1 and 3.2 (Criterion 3.C.6). Counselors are licensed professionals and all staff serving in the role of Advisor have successfully completed the advisor training module.

All Student Services personnel, unless serving in the capacity of clerical support, are required to have a bachelor's degree. Each job description details the education and experience requirements representative of the knowledge, skill, and/or ability required to perform the essential duties of the position.

As a mechanism to discuss training and development needs across the District, the Student Services Leadership Team (supervisors within the Student Services area) meets weekly to discuss and communicate between offices and campuses concerns, improvements, and successes encountered by the unit and individuals.

Supervisors are required to conduct annual performance evaluations, at which time mandatory institutional trainings, professional development opportunities, and job-specific training goals are identified. (3P3)

Communicating the availability of non-academic support services (Criterion 3.D.2): Student communication mechanisms occur through the year and include a wide variety of methods to communicate the availability of non-academic support services. See Figure 2P1. 2. Welcome and information stations are at all campus and satellite locations where specially trained staff and students answer questions, disseminate information, and provide navigation guidance for accessing resources and offices.

Selecting tools/methods/instruments to

assess student needs: The office of Planning & Institutional Effectiveness works with all student service units to select methods and tools to assess student needs and assists unit supervisors with annual Unit Assessment Planning and the development of evaluation methods for new and recurring services. Assistance is provided in developing and launching various surveys to assess student needs and satisfaction with services. Other methods include: academic goal planning, engaging students in focus groups regarding Facility Master Planning, tuition and budgeting, Student Government Association, and student representation on Strategic Planning committees, soliciting student feedback after events, and monitoring social media postings from students.

Figure 2P1. 2 Communication Mechanisms

Prospective & Current Students	Current Students	New Students
<ul style="list-style-type: none"> • Website • Kiosk and Message Boards • Student Newspaper • Catalog • Classroom Visits 	<ul style="list-style-type: none"> • Website • MyBH Portal, social media • Fall Festival, Spring Fling • Course Syllabi, Student Handbook • Faculty Assisted Academic Registration (FAAR) 	<ul style="list-style-type: none"> • Welcome Letters/Packets • New Student Orientation • NewSTARS registration sessions

Assessing the degree to which student needs are met: The College uses a variety of student surveys to gain feedback. In alternating years the College administers the Noel-Levitz Student Satisfaction Survey and the Survey of Entering Student Engagement (SENSE). Additionally, Student Services utilizes the Institutional Data/Support Request Form and collaborates with PIE in developing and launching surveys to obtain feedback on services such as NewSTARS Orientation, Disabilities Services, and co-curricular activities.

2R1 Results (R)

What are the results for determining if current and prospective students' needs are being met?

Outcomes/measures tracked: BHC administers the Noel-Levitz Student Satisfaction Inventory (SSI) to determine the areas on campus that matter most to students (*Importance*) and how satisfied (*Satisfaction*) students are with those areas. The data and information provided by the survey are used in Strategic Planning, to support continuous improvement efforts and Unit Assessment Planning. In the alternate year the College focuses on SENSE to gain insight into student behaviors in the earliest weeks of college.

The College's Mean Satisfaction scores are benchmarked against the Noel-Levitz Mean Satisfaction scores that is comprised of community, junior, and technical colleges. In addition, Noel-Levitz identifies whether or not the College's Mean Satisfaction scores are statistically significantly different from those of the national benchmark. Statistical significance means that the observed deviation from what is expected cannot be attributed just to chance variation.

The sample size of 743 was determined based on the number of students enrolled with a college credit major on the Fall 2015 semester's tenth day (August 28, 2015) and the desired level of statistical confidence and margin of error. Finally, a systematic random sample was used to determine which students would be invited to participate in the survey.

For the Fall 2015 survey, the College had a response rate of 19.5%. This is an improvement from the Fall 2013 survey response rate of 16.5%. This was accomplished by using the College's Data Warehouse to eliminate Fall 2015 students no longer enrolled at the College at the time of the survey administration.

Summary, Interpretation of results, comparison with targets/benchmark: The following two charts illustrate usage and success of the Early Alert process. Results 2R1. 2 provides the number of times faculty, both full-time and part-time, used the Early Alert process to identify a student needing some sort of college intervention. See Results 2R1. 1.

Based on the National Community College Benchmark Project definitions, the College examines course retention, course completer success and course enrollee success and applies this approach to the success of

students identified through the Early Alert process. The success of students identified through the Early Alert process as at-risk is reflected in Results 2R1. 2. From FY2012 through FY2016, there does not appear to be a steady pattern of success of retaining students in their coursework. However, for those students that do remain in the classroom, there does appear to be a positive trend of success. The percentage of students receiving a passing grade (A,B,C,P) that finished the course has increased from 33.46% in FY2012 to 56.36% in FY2016. Furthermore, the percentage of students receiving a passing grade (A,B,C,P) that started the course has increased from 13.86% in FY2012 to 20.39% in FY2016.

Results 2R1. 1 Faculty Early Alert Utilization

Academic Year	Faculty Count
2011-2012	736
2012-2013	712
2013-2014	817
2014-2015	933
2015-2016	654
2016-2017 YTD	904
Source: Data Warehouse	

Results 2R1. 2 Success of Students Referred Through Early Alert

Early Alert: Student Success						
Academic Year	ABCDPFW&X	ABCDP&P	Retention Rate	ABC&P	Completer Success	Enrollee Success
	Total Enrolled (Grades of ABCDFPW&X)	Total Conclusions	Total Conclusions / Total Enrolled	Total Successes	Total Successes / Total Conclusions	Total Successes / Total Enrolled
2011-2012	635	263	41.42%	88	33.46%	13.86%
2012-2013	557	258	46.32%	107	41.47%	19.21%
2013-2014	534	223	41.76%	103	46.19%	19.29%
2014-2015	601	269	44.76%	132	49.07%	21.96%
2015-2016	456	165	36.18%	93	56.36%	20.39%
Source: Data Warehouse						

The metric used to determine student satisfaction with the availability of faculty for student inquiry is by comparing BHC performance to The National Community College Benchmark Mean on the Noel-Levitz Student Satisfaction Inventory. The results shared in Results 2R1. 3 illustrate the level of satisfaction for

Results 2R1. 3 Student Perception of Faculty Availability

Faculty are usually available			
Year Administered	BHC Score	National Community College Mean	Significantly Different
2007	5.90	5.56	Yes*
2009	6.12	5.77	Yes**
2011	6.04	5.79	Yes*
2013	6.23	5.86	Yes**
2015	6.10	5.92	No
*--Difference statistically significant at the .05 level			
**--Difference statistically significant at the .01 level			
Source: Noel Levitz Student Satisfaction Survey			

BHC students surveyed in a given year to the Noel-Levitz Student Satisfaction Inventory question, "Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail)." In addition, the data indicates the trend has consistently been significantly different as compared to that of the National Community College Mean.

The Survey of Entering Student Engagement (SENSE) helps Black Hawk College focus on the "front door" of the College experience. See Results 2R1. 4. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors in the

earliest weeks of college. These data help the College understand students' critical early experiences and improve institutional practices that affect student success in the first college year. The survey groups conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas of importance to entering students. Of the 6 benchmarks 3 are trending negatively,

1 is neutral, and 2 are trending positively. The opportunity exists for the College to identify and understand the root causes in the three negatively trending benchmarks of academic and social support, engaged learning and high expectations and aspirations.

Results 2R1. 4 Entering Student Engagement

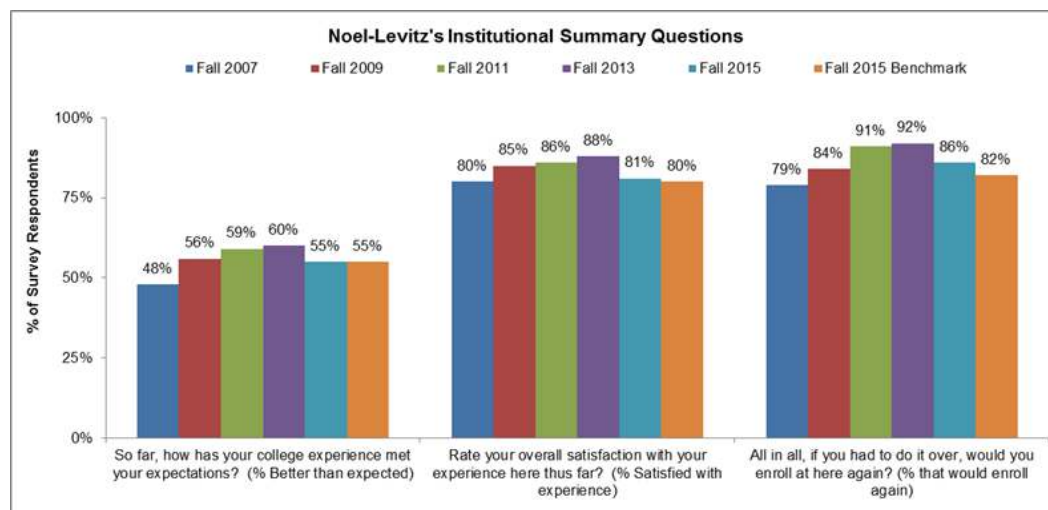
SENSE National Benchmarks	FY2012 Mean	FY2014 Mean	FY2016 Mean	Percentile	Medium Size Colleges	Top 10%
Clear Academic Plan and Pathways	60.0	55.1	60.3	90-100%	49.9	62.0
Effective Track to College Readiness	54.4	51.6	55.6	80-90%	50.2	59.1
Early Connections	51.4	47.7	50.0	40-50%	50.9	66.7
Academic and Social Support Network	47.2	44.8	47.8	10-20%	50.8	58.4
Engaged Learning	44.0	45.9	46.6	10-20%	50.4	60.2
High Expectations and Aspirations	48.7	42.9	45.3	10-20%	49.7	57.9
Positive Trend		Neutral Trend			Negative Trend	

The other tool used to monitor if the College is meeting the needs of students is the Noel-Levitz Student Satisfaction Inventory. These data are analyzed by Student Services personnel and are tracked as measures in several Student Services Unit Assessment Plans. Administering the survey in the “odd” year the most recent 2015 data being tracked included three engagement questions. See

Results 2R1. 5.

While the percentage of students expressing positive answers to all three institutional questions declined in 2015, all three percentages remained at or above the nation benchmark for two-year community, junior, and technical colleges.

Results 2R1. 5 Noel Levitz Student Satisfaction Inventory

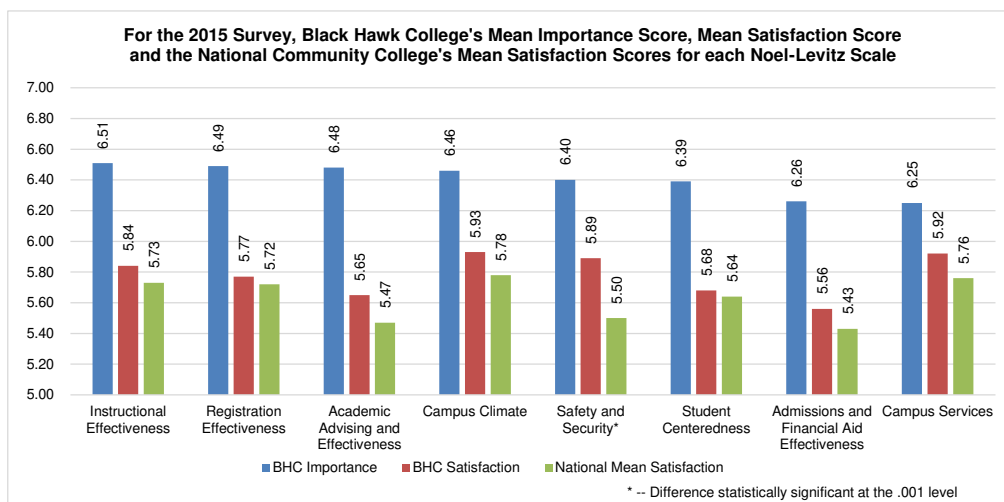


The SSI contains 40 questions organized into eight comprehensive scales. Based on the feedback from BHC survey respondents, the College monitors what is most important to students. See

Results 2R1. 6. For the Fall 2013 survey results, all eight scales for the College had statistically significantly higher Mean Satisfaction scores than the Noel-Levitz national benchmark. This means BHC students were more satisfied with their college experience than students from other community, junior, and technical colleges participating in the Noel-Levitz Student Satisfaction Inventory (SSI). However, in the Fall 2015 survey results, the Safety and Security Scale was the only Noel-Levitz scale with a statistically significantly higher Mean Satisfaction score than the Noel-Levitz benchmark.

As of the 2015 survey administration, the Instructional Effectiveness Scale is now the most important scale to BHC students. The Instructional Effectiveness Scale covers students' academic experience, the curriculum, and the College's overriding commitment to academic excellence. In the 2013 Noel-Levitz survey administration, the Instructional Effectiveness Scale ranked third, behind both the Registration

Results 2R1. 6 Academic Support and Non Instruction Support Service Satisfaction

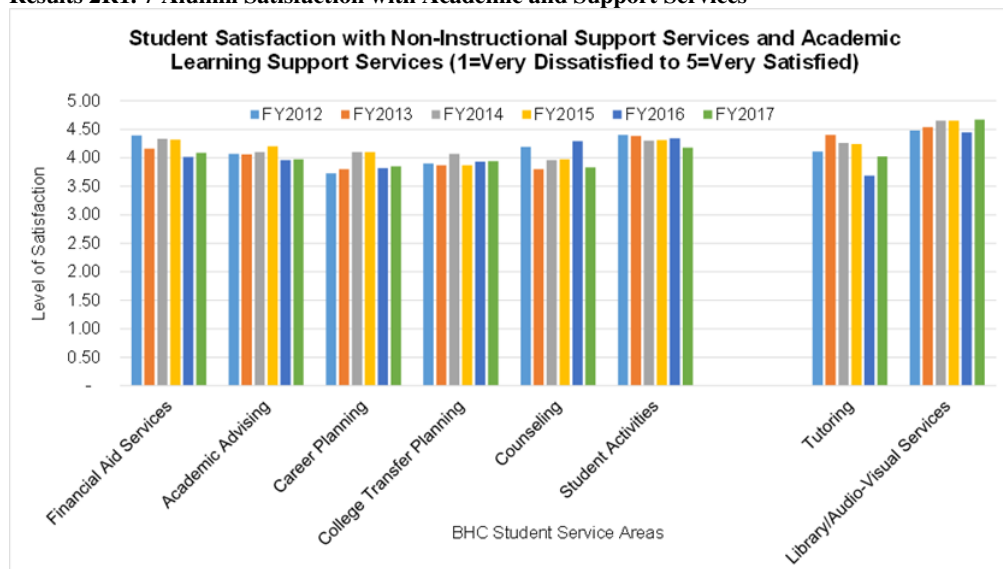


Effectiveness (1st in 2013) and the Campus Climate (2nd in 2013) scales.

Finally, the College surveys its most recent graduates to understand their satisfaction with their experiences at the College. Their feedback is shared with Student Services personnel. This is an internally

driven survey and there is no benchmark. Of particular note is the feedback for tutoring services. In 2016 it had the lowest student satisfaction score. This combined with feedback received during the Strategic Planning Process raised it to an improvement initiative in the Strategic Plan.

Results 2R1. 7 Alumni Satisfaction with Academic and Support Services



211 Improvements (I)

Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

The review of the developmental education sequences has led to improvements to support students by decreasing their time in developmental education. The math transitions course, which has been piloted in two high schools this academic year, not only offers students a fourth year of high school math. If students earn a “C” or higher in the course, they are not required to take the placement exams. For those who do not earn a “C” or higher, they could still place into a college-level math course through the placement exam process.

Based on the discipline-level assessments of the Reading discipline, faculty made the recommendation to eliminate the lowest level of the developmental reading sequence of courses and create a new reading 100 level course. Through the assessment process, the faculty determined that the students would be better served with a streamlined developmental reading sequence. Factors that lead to that decision: fewer students placing into the lowest level of developmental reading, those that did place into this level would be better served through remediation versus developmental level reading, and students did not apply themselves as much to developmental courses. Reading 103, Advanced Academic Reading, was developed and will be offered in Fall 2017. The intent of this course is to provide students with the foundation for success in their college-level courses.

While it appears that faculty are referring students for support services utilizing the Early Alert system, there is an opportunity for the College to explore what is contributing to the low retention and success rates. The College plans to further research and dig deeper into the data to determine what the root causes may be and how to best improve the timing of the referral and the service interventions in order to increase retention and success rates.

Based on the Noel-Levitz survey responses the items that are above the midpoint of importance and in the bottom quartile of satisfaction or the top quartile of performance gap, are considered opportunities for improvement.

- The quality of instruction I receive in most of my classes is excellent. (Instructional Effectiveness (#8))
- My academic advisor is knowledgeable about my program requirements. (Academic Advising Effectiveness (#14))
- There are sufficient courses within my program of study available each term. (Instructional Effectiveness (#40))
- Classes are scheduled at times that are convenient for me. (Registration Effectiveness (#2))
- Faculty provide timely feedback about my academic progress. (Instructional Effectiveness (#25))

Lastly SENSE survey data suggest to impact student success during the earliest exposure to the College (during the first six weeks) the College has the opportunity to engage faculty and Student Services personnel to address the following:

- (NEW) Students are notified early in the term if they are doing poorly in a class. (Black Hawk College customized question (#48))
- (NEW) I receive ongoing feedback about progress toward my academic goals. (Academic Advising Effectiveness (#35))
- (NEW) I seldom get the “run-around” when seeking information on this campus. (Campus Climate and Student Centeredness (#37))

2.2 Retention, Persistence and Completion

Retention, Persistence, and Completion focus on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision-making.

2P2 Process (P)

Collecting student retention, persistence, and completion data (Criteria 4.C.2, 4.C.4): PIE collects, analyzes, and communicates data and information on student retention, persistence, and completion through data collection, mandatory reporting, and national benchmark projects. (Criterion 4.C.4) Data are derived from student enrollment, registration, and graduation data collected and stored in Banner Enterprise Relational Platform (ERP). The primary method BHC uses to aggregate and analyze student retention (fall-to-spring), persistence (fall-to-fall), and completion data are the methodologies outlined in the National Community College Benchmark Project (NCCBP) developed by the National Higher Education Benchmarking Institute at Johnson County Community College. Having a standard best practice for determining and comparing student retention, persistence, and completion allows for the office to share the data with various departments where it can be used to make process improvements as the data warrants.

When PIE receives a request for retention, persistence, and/or completion data or is asked to study a student population or process related to student retention, persistence, and completion, PIE uses the standard definition and methodologies followed by the NCCBP, allowing a comparison to similar institutions.

Perkins performance targets are assessed on an annual basis and the annual Perkins plan writing includes in-depth analysis of the previous cohort's performance.

Finally, when collecting and analyzing data, BHC uses both standard ICCB, IPEDs and NCCBP definitions and/or additional definitions and rules established in the Data Warehouse.

Determining targets for student retention, persistence, and completion (Criteria 4.C.1, 4.C.4): In order to determine the targets for the College's retention, persistence, and completion goals, during the Strategic Planning Process BHC uses the NCCBP's annual report results as compared to that survey year's overall mean, as well as the 10th, 25th, 50th, 75th, and 90th percentiles, to establish targets. Furthermore, BHC has the ability to create custom comparison groups for any or all of the benchmarks. The 2015-2017 Strategic Planning Committee established the College's Strategic Performance Dashboard and determined that the target for improvement is the NCCBP's 75% percentile for each of the respective measures.

Analyzing information on student retention, persistence, and completion: BHC's Strategic Plan focuses on student retention, persistence, and completion collectively under the goal of Student Growth: BHC will increase student enrollment, retention, persistence and completion of desired learning outcomes. The process for analyzing information includes the collection and analysis of standard institutional data and data to support and inform decision-making at all levels. Retention, persistence and completion data are data sets included in the data book (standard institutional data) reviewed during the Strategic Planning Process. The process for establishing targets for student success includes an analysis of current and trend data as well as alignment with benchmark targets from standardized surveys.

Administration, faculty, and staff submit research needs through the Institutional Data/Support Request Form. PIE then works closely with the requesting individual/ department to clarify the request, pull data from the Data Warehouse or ERP system, and guide the process of analyzing the data relative to appropriate benchmarks and trend data. The process for pulling retention, persistence, and completion data is consistently applied to all such requests using the National Community College Benchmark methodology. This data then guides the work of staff, faculty, and the office of Marketing and Public Relations as they collaborate on the development of marketing and recruitment materials for current and prospective students.

Data on student success are shared with faculty, staff, and administration for the purpose of analysis and setting targets for future success. For example, when conducting Program Review for both instruction and student service units, PIE prepares data sheets relevant to student enrollment, program completion, course level retention, persistence, and success. New in 2017, all transfer disciplines in Program Review conducted a review of all courses in the discipline that included data on five year enrollment trends, completion, and

course retention rate as compared to discipline retention rate as compared to the all course retention rates. Faculty were asked to respond to the following questions:

- When a course has low retention and/or success rates, what is the process to address these issues?
- Describe the retention, completion data, what disaggregated data was reviewed, and what implications for improvement does the data suggest?

PIE uses four primary tools for communicating data on retention, persistence, and completion rates.

- The college Fact Book, which PIE creates and distributes on an annual basis, is available on the College website. The Fact Book includes trends and current data on average course success and completion rates by course type, student success rates (retention, persistence, completion, and transfer) broken down by various populations and overall student population, and degrees earned.
- Department-level data is provided both during the Program Review and Unit Assessment Planning Process, in which program completion and course-specific retention, success, and completion are compared to the discipline and the college as a whole.
- The College is also compliant with the federal government's Student's Right-To-Know Act as evidenced by the Student Achievement Dashboard on the Student's Right-To-Know webpage. It includes data about the College's student retention and graduation rates. (Criteria 4.C.2, 4.C.4)
- Consumer Report and Quick Facts are two other printed resources used to communicate key metrics including student retention, persistence and completion. These are made public on the College website and distributed among faculty, staff, administration and the Board of Trustees.

Meeting targets for retention, persistence, and completion (Criterion 4.C.1): BHC's approach to meeting student success targets are guided by the enrollment and Strategic Plans, which then guide the College's annual Unit Assessment Planning for each individual department.

The 2015-2017 Strategic Plan focuses on objectives in the areas of student growth. Specific objectives include:

- Assess the needs, opportunities, and appropriate audience for a potential mandatory College Experience Success course.
- Increase student retention and persistence by improving tutoring usage, space, and the alignment of academic support services to course requirements.
- Improve the success of students enrolled in developmental education courses by streamlining the developmental education course sequence.
- Offer training for faculty to cultivate opportunities aimed at retaining students during the first two weeks of a course.

For 2018 Unit Assessment Planning, the Vice President for Instruction & Students Services established two divisional objectives that specifically address retention. The FY2018 overall college-credit course level retention rate will increase by 3%. Each instructional and Student Services Unit Assessment plan then aligns their unit objectives, providing further detail on how the unit will increase course retention rate,

Selecting tools/methods/instruments to assess retention, persistence, and completion (Criterion 4.C.4): The primary tool the College uses to collect data on student retention, persistence, and completion is the Data Warehouse. (5P1). The College has standardized the definition and method for calculating retention, persistence, and completion and applies this approach to all research projects addressing student retention, persistence, and completion.

In addition to presenting this data on the College Dashboard, PIE integrates these standard definitions and methodologies into ongoing data requests from faculty and staff. For example, the College in 2015 implemented Mandatory Advising. PIE, in collaboration with the Advising Center, began tracking the effectiveness of the requirement in terms of persistence and retention. The project will continue through 2018, at which time completion data will be analyzed.

2R2 Results (R)

What are the results for student retention, persistence, completion?

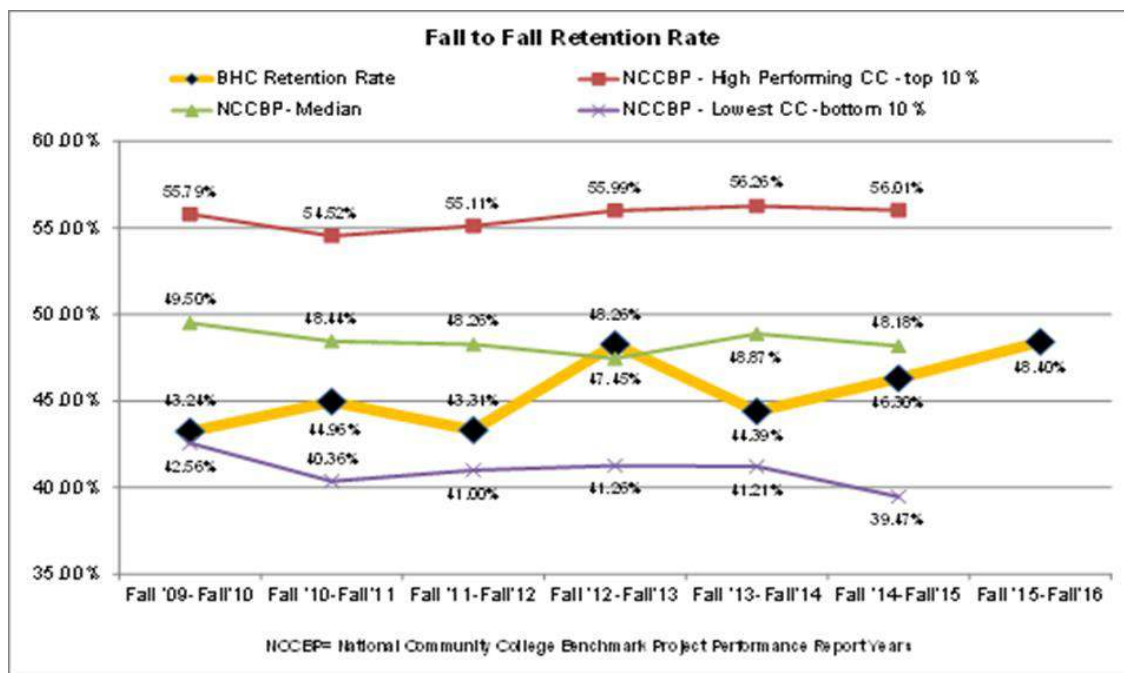
Outcomes/measures tracked and tools utilized: Since becoming part of the National Community College Benchmark Project in 2004, the office of Planning and Institutional Effectiveness (PIE) has adopted their definitions of course-level retention and success, as well as, Fall-to-Spring and Fall-to-Fall retention and persistence. PIE applies the NCCBP definitions when doing any analysis related to student performance.

The National Community College Benchmark Project (NCCBP) is the main project that was developed by the National Higher Education Benchmarking Institute at Johnson County Community College. Since 2004, more than 400 two-year institutions have participated in the data collection and reporting process for the Benchmarking Institute's projects. These projects and that level of participation make the Benchmarking Institute for first and largest provider of community college benchmarking and peer comparison services in the nation.

Summary, Interpretation of results, comparison with targets/benchmarks: The College's fall-to-fall retention rate has been below the NCCBP median for five of the past six years. However, the College has experienced a 9.03% increase in the fall-to-fall retention over the last two years. Result 2R2 1.

The College's fall-to-spring persistence rate had been below the NCCBP median for five consecutive years. See Result 2R2 2. However, for the Fall 2014-to-Spring 2015 reporting period, the College was slightly above the NCCBP median. For the Fall 2015-to-Spring 2016 reporting period, the College has maintained this level of success.

Result 2R2 1 Fall to Fall Retention Rate



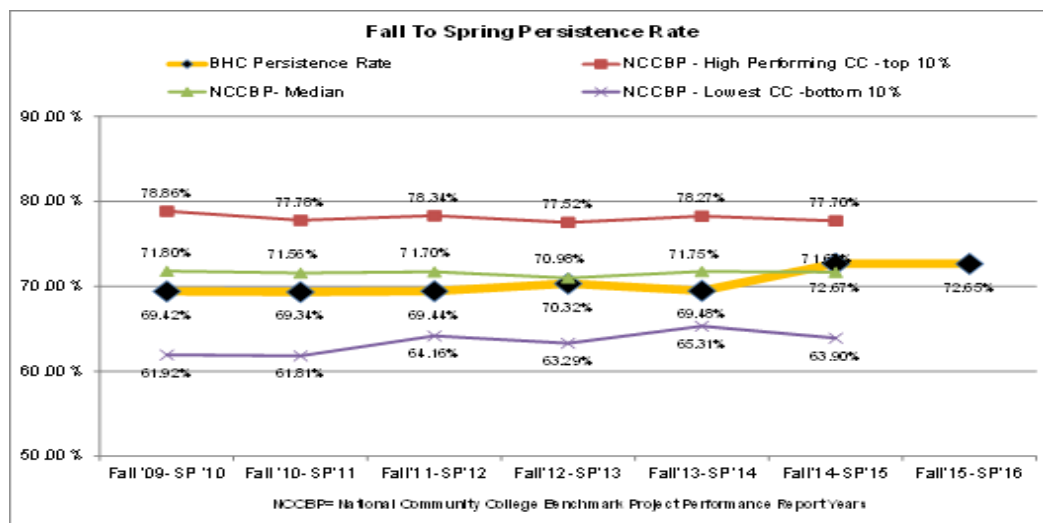
The PIE office is now embedding retention and persistence data in *ad hoc* studies such as the Mandatory Advising Study, course completion data at the institutional-level and program-level data as found in Program Review.

Due to budget limitations and decreasing enrollments, the College has increased its focus on improving student retention, persistence, and completion. Mandatory advising was implemented during Fall 2015 for

the Spring 2016 enrollment term. If a student does not see an advisor, a registration hold is placed on their account. Due to staffing size, it is being implemented in phases. During the Fall 2015 registration period, any student with less than 9 hours was required to see an advisor. Each semester the number of hours will be increased until a maximum of 30 hours is reached.

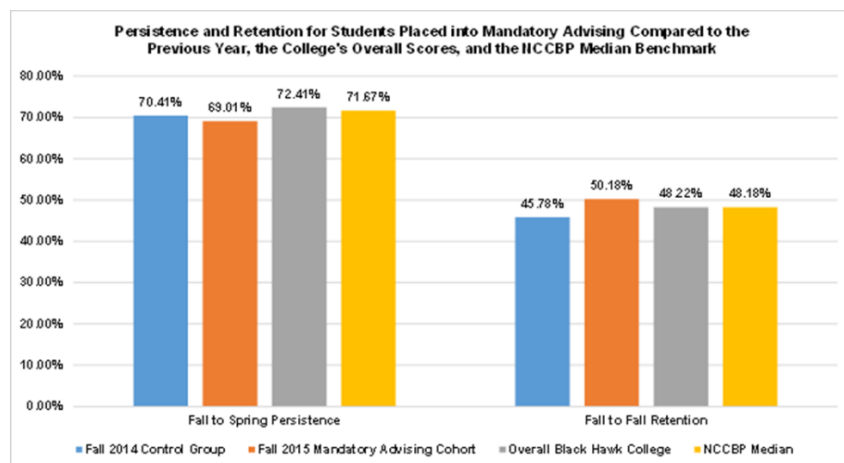
While the College already tracks and benchmarks student retention, persistence, and completion using the National Community College Benchmarking Project (NCCBP) definitions, the College had not used those definitions on a specific cohort of students. PIE recommended using the same metric for a comparison of retention, persistence and completion rates at the institutional-level as compared to the mandatory advising cohort and a control group to determine the impact mandatory advising had. See Result 2R2 3.

Result 2R2 2 Fall To Spring Persistence Rate



To date, the students in the Fall 2015 Mandatory Advising Cohort have been tracked through Spring 2017. In order to create a “control group” for this study, the Data Warehouse was used to identify student retention and persistent rates for students who had enrolled in Fall 2014 under the same characteristics and processing; except, an academic advising hold was not a requirement and student categories consisted of enrolled in Fall 2014 and dropped ALL Courses in Fall 2014. This cohort is referred to as the Fall 2014 Control Group and was tracked from Fall 2014 through Fall 2015.

Result 2R2 3 Mandatory Advising *ad hoc* Project Persistence & Retention



The first benchmark in this study was the fall-to-spring retention. The Fall 2015 Mandatory Advising Cohort had the lowest percentage of students (69.01%) when compared to the Fall 2014 Control Group (70.41%), the College overall (72.41%) and the NCCBP median (71.67%).

On the other hand, once the College reached the second benchmark in the

study (fall-to-fall), the results were reversed. The Fall 2015 Mandatory Advising Cohort had the highest percentage of students (50.18%) when compared to the Fall 2014 Control Group (45.78%), the College overall (48.22%) and the NCCBP median (48.18%).

Therefore, the initial hypothesis of mandatory advising helping increase student retention, persistence and completion is showing some promise. Obviously, the last benchmark in the study is completion. However, based on the 150% to completion standard, the College will have until Spring 2018 in order to determine the impact mandatory advising has had on the initial cohort.

2I2 Improvements (I)

Based on the results 2R2, what improvements have been implemented or will be implemented in the next one to three years? (Criterion 4.C.3)

Mandatory Advising was implemented in Fall 2015 to improve retention, persistence, and completion. Students are required to meet with an advisor prior to registration each semester until they have earned 30 credit hours. While completion data is not yet available at this time, the fall-to-fall retention rate seems to have improved. Advisors are able to confirm a student's declared major and ensure that courses recommended will meet the program requirements. Also expanded in conjunction with the mandatory advising is faculty-assisted advising for the CTE areas. The Perkins advisors and faculty schedule a time adjacent to class time during open registration for advisors and faculty to sit with the students, plan their schedule for the following semester and register, all within that same scheduled time. This ensures students register for the coursework to meet program graduation requirements and helps with retention.

While the College has systematic process for collecting data on student retention, persistence and completion there is still an opportunity to connect this data to decision making. The College has the opportunity to reinforce and emphasize how to turn pieces of data—into information—into knowledge (analytical ability & seeing patterns and setting targets)—into understanding (undertaking useful actions)—and ultimately to wisdom (connecting the data to the problem, solutions and to defining the impact). It is the knowledge, understanding and wisdom that are still aspirations for the College.

2.3 Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners.

2P3 Process (P)

Determining key external stakeholder groups (e.g., alumni, employers, community): Black Hawk College is committed to ensuring the College's services and programs address the needs of the community, as evidenced by the modified changes to the Mission Statement to include "enriches the community" and by the focus of the 2015-2017 Strategic Plan to build positive community relationships.

President's Cabinet is in the beginning stages of conversations regarding how to determine key stakeholder groups. PC recognizes there are a variety of groups that serve as external stakeholders and many have a long history of involvement with Black Hawk College. From these long standing groups the following expectations are understood. See Figure 2P3 1.

Figure 2P3 1 Key Stakeholder Groups		
Stakeholder Group	Expectations	Methods to Determine Need
Business and Workforce (Employers)	Preparing students for workplace success through internship and clinical opportunities, providing a qualified pool of trained applicants, student internships	Collaboration through Program Advisory Committees, one-on-one meetings, formal agreements for clinical sites, and college

	<p>Keeping CTE curriculum current with industry demands through Advisory Committee member feedback.</p> <p>Providing access to qualified applicants through job posting on College Central Network</p>	<p>participation on Sector Boards, Workforce Investment Boards</p>
K-12 Education	<p>Collaborate on efforts to prepare students for college readiness</p> <p>Accelerate time to completion through dual credit options</p> <p>Provide a seamless pathway from high school to college</p>	<p>Regular communication with high school personnel.</p>
Four-Year Institutions	<p>IAI Panel participation ensuring BHC course-level credits transfer seamlessly to four-year institutions, signing and marketing articulation agreements</p>	<p>Collaborations to meet student needs to transition seamlessly to four-year institutions.</p>
Alumni	<p>Opportunities to support and engage in college networking</p>	<p>Ag Alumni Associations, Foundation Board</p> <p>Graduate Follow Up Survey</p>
Community	<p>United Way of the Quad Cities</p> <p>Quad City Hispanic Chamber of Commerce</p> <p>Rotary/Lions/Kiwanis clubs, Chamber of Commerce, Veterans, service organizations</p>	<p>Collaboration and participation on education subcommittees, sector education/employer boards</p>
Legislators	<p>Want to be informed as to the education and employment needs of constituents so as to best legislatively advocate for them.</p>	<p>Illinois, federal and local elected officials invited to Legislative Breakfast conversations.</p>
College Retirees	<p>Want to be informed of changes, improvements and successes the College has experienced over the year without a solicitation from the foundations.</p>	<p>Annual morning coffee/breakfast with the President, providing an opportunity to reconnect with other retirees and updating on budget, new programs, facility plan updates.</p>

Another key stakeholder group is the “giving community,” individuals and organizations that wish to support BHC through contributions of time, in-kind resources, and finances. Processes for identifying individuals and organizations, determining their needs, and building and maintaining relationships with them is the responsibility of the executive directors of the Quad-Cities (QC) Foundation and East Campus (EC) Foundation. These foundations are two separate 501(c) (3) organizations with unique, yet similar,

missions to provide student scholarships, help donors fulfill their philanthropic goals, and secure resources in the interest of education.

Both foundations have separate governing boards, comprised of directors who are alumni community and business leaders, and a Trustee liaison. The College President and supporting staff present reports to the boards. The foundation executive directors are employees of the College and report to the President. This ensures communication and alignment of foundation activities with BHC's Mission, Vision, and Strategic Plan.

The foundations' processes for identifying key donor stakeholders and determining their needs include ongoing environmental scanning, input from the respective board directors, ongoing prospect research into local, regional, and national philanthropic trends, and outreach to alumni and retirees.

The College's Professional and Continuing Education (PaCE) department and the Business Training Center (BTC) establish partnerships in order to provide needed services for community organizations and businesses. The Business Training Center (BTC) works closely with various sectors in the District's small, medium, and large businesses to prioritize, develop, and deliver training that is most current to their needs and at a pace that compliments today's businesses. The BTC process enables the College to respond quickly to the training needs of community employees with customized training on topics such as OSHA regulatory requirements, computer skills, blueprint reading, quality auditing, welding, and safety.

Determining new stakeholders to target for services or partnership: The College identifies stakeholder to target through the Strategic Planning Process, Advisory Committees, New Program Approval, and Integrated Planning and Budgeting Process and the Strategic Enrollment Management team. Among trends to review are District population demographics, K-12 enrollments, and fastest growing occupations in the region, labor market data, and other environmental scans data that provide information on potential impacts on the College. Collaborating with administration and faculty, PIE collects and disseminates this information to decision makers to be used in the processes of New Program Development, Strategic Planning, Unit Assessment planning and *ad hoc* requests. This collaboration has enabled the College to respond to employer needs with programming in healthcare, surgical technology, and veterinary technicians.

The categories of key stakeholders groups listed above are generally how the College defines its external stakeholders. See Figure 2P3 1. While these general key stakeholder groups do not tend to change over time, the individuals and organizations within them may. The College focuses its attention on the individuals and groups rather than identifying new stakeholder categories.

The College engages with these stakeholders in order to identify and understand their needs and those whom they serve. This information is funneled into the environmental scanning step of Strategic Planning and annual Unit Assessment Planning Process. New targets and/or services may be identified and planned for (Unit Assessment Planning Process) as a result of their ongoing participation by administration, faculty, and staff serving on community boards and advisory groups.

Meeting the changing needs of key stakeholders (alumni, employers, community): The process to meet the changing needs of key stakeholders, while informal, is to personally meet with the stakeholder. The College encourages employees to meet one-on-one with stakeholders (or individuals representative of a larger group) and discuss their needs, determine options for meeting those needs, and then assess the College's ability to meet them. The process requires the individual to collect and analyze data to determine whether the employee has resources and the ability to fulfill the need. Larger cross-departmental and institutional ramifications are vetted through President's Cabinet to ensure the College has available resources and, if necessary, propose planning and budget modifications.

The development of new degree programs and certificates follows the New Program Approval Process and developing articulation agreements, dual credit, and academic initiatives are vetted through the office of

the Vice President for Instruction & Student Services.

Selecting tools/methods/instruments to assess key stakeholder needs: Based on the informality of this process and the diverse nature of the relationships, the process for selecting methods to assess stakeholder needs often depends on the outcome to be achieved and is not a uniform or formal process.

Assessing the degree to which key stakeholder needs are met: The process for assessing the degree to which stakeholder needs are met is the same as how the College first identifies the needs. Collecting information from Advisory Committees, direct feedback from stakeholders, and survey responses are the primary mechanisms for determining needs are met. The College does not have a process to gather and analyze this data at an institutional-level to determine that the College is meeting the needs of stakeholders.

2R3 Results (R)

What are the results for determining if key stakeholder needs are being met?

Outcomes/measures tracked and tools utilized: With the identified opportunities in this area, the College recognizes it is tracking limited data. Currently individual programs track the satisfaction of their contact with employers either through internships or clinical sites and that data is shared with faculty and departments to improve student experiences. Meeting the needs of employers with whom customized training is developed are tracked with data reflecting the outcomes of that training such as the example provided in Result 2R3 1 and to ensure the College is meeting the needs of the K-12 system enrollment in dual credit courses are tracked.

Summary, Interpretation of results, comparison with targets/benchmarks

As evidence of meeting the needs of employers, the College's Business Training Center (BTC) creates customized training and, as a mechanism to determine the success of that training, conducts student learning assessments. The example here is on the topic of blueprint reading. BTC administered a pre-test to determine each student's pre-course level of knowledge. After students completed the course, BTC administered a post-test to assess whether or not each student had learned the skills and knowledge outlined in the training agreement and thereby meeting the employer's specified needs. In each of the four sections of training, the post-test scores were statistically significantly higher than the pre-test scores. Furthermore, according to the employer's defined target, the students needed a 90% on the post-test for them to be considered successful. 90.6% of the students passed the post-test based on that criteria.

Result 2R3 1: Blueprint Reading Courses

Section	# of Students	Pre-test Average Score	Post-test Average Score	# Meeting 90% Criteria	% Passing
E	13	20.615	46.615	12	92.30%
F	13	24.231	47.615	11	84.60%
G	14	24.143	47.429	13	92.90%
H	13	26.769	48.154	12	92.30%

To determine the College is meeting the needs of the K-12 system the College monitors enrollment in dual credit courses. See Result 2R3 1. All eighteen of the College's District high schools participate in the dual credit offerings. Some high schools use their own faculty (if they meet the minimum requirements), while others use the College's full-time and part-time faculty. In addition, some high schools (mostly the rural schools) allow their students to attend classes at the College and still receive dual credit.

2I3 Improvements (I)

Based on 2R3 what improvements have been implemented or will be implemented in the next one to three years?

The enrollee success rates for English from first developmental course to first college-level course appear

to be significantly different and the need for further exploration into the cause is apparent. The English Faculty is currently participating in a Bridging the Gap grant and exploring offering a transitional English course to high school students to determine if that will decrease the number of developmental English courses a student is required to take at BHC and/or decrease the number of students required to take developmental English.

Result 2R3 2: Dual Credit Enrollment

HIGH SCHOOL	ACADEMIC YEARS					TOTAL
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
ACHS	110	106	100	93	80	489
ALWHS	66	73	71	82	67	359
ANWHS	114	102	98	125	60	499
CAMHS	18	66	83	59	93	319
ERIEHS	36	56	98	108	117	415
GALHS	128	193	153	142	62	678
GENHS	111	70	213	165	178	737
KEWHS	316	461	713	572	225	2,287
MHS	266	432	423	479	356	1,956
MRCOHS	127	188	105	201	144	765
ORNHS	38	41	141	108	97	425
RDHS			34	64	60	158
RIHS	74	38	199	296	525	1,132
RKRIDG	36	90	90	121	109	446
SHERHS	70	50	75	127	106	428
STKHS	32	130	92	113	81	448
UTHS	165	156	183	203	220	927
WTHRS	139	275	217	181	121	933
TOTAL	1,846	2,527	3,088	3,239	2,701	13,401

Source: Data Warehouse

Even though the College Job Fair annually engages over 90 employers, and staff and administrators participate with community organizations, both key stakeholder groups, the College recognizes the opportunity to develop a systematic process for determining if they are the right stakeholder groups or to what extent they have a positive impact on advancing the Mission of the College.

2.4 Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key (nonemployee) stakeholder groups.

2P4 Process (P)

Collecting complaint information from students: BHC recognizes that students may at times have a need to resolve a particular issue regarding a college policy, procedure, or other matter. BHC has multiple methods for collecting and resolving student complaints based on the issue at hand: student services related, academic matters, affirmative action/equal employment opportunity (AA/EEO) related, financial and risk management related, or police matters.

In order to comply with federal regulations and the Higher Learning Commission, the College maintains records of the formal, written student complaints filed with the offices of the Vice President for Instruction & Student Services, Dean of Students (or an appointed representative), or the Executive Dean. The records include information about the disposition of the complaints, including those referred to external agencies for final resolution.

The AQIP Action Project: Managing Student Complaints has led to improvements in the process by which complaint data is collected. A student or other key stakeholder can now access electronically a new [Student Complaint Form](#) and submit the paper form to a staff member or register a complaint by speaking directly with a college employee. The information requested includes the date of the complaint, demographics of the complainant, detailed information about the complaint, and to where the employee has referred the issue if they were unable to resolve it themselves. The employee registering the complaint is also asked to enter information regarding a resolution. If the complaint cannot be resolved at the time of entering it, the staff

member to whom the complaint was referred would receive a notice indicating that information related to a resolution has not been provided.

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

When student complaints are received by officers of the BHC Police Department, the officer receiving the complaint determines if the BHC Police Department has jurisdiction and if the complaint is criminal or non-criminal in nature. Complaints not falling under jurisdiction of BHC Police Department are referred to the appropriate law enforcement agency, or other college personnel, (i.e., Dean of Students or Title IX Coordinator.)

Currently when a complaint is registered it resides in separate filing systems (student services, academic deans, affirmative action/equal opportunity (AA/EEO) officer, financial and risk management personnel, or BHC police. The AQIP Action Team is working on an approach that brings all the separate filing systems into one integrated system by which the College can monitor complaints, trends and identify areas for improvement.

Collecting complaint information from other key stakeholders: In addition to the standard Complaint Process a community member, while not a complainant, may address safety issues and concerns by registering them at riskmanagement@bhc.edu. An anonymous Ethics Hotline has been established and may be used to report anonymously concerns of possible fraudulent, dishonest use, or misuse of College assets and resources. Concerns may be submitted by fax, a toll-free telephone Ethics Hotline, email to reports@lighthouse-services.com, or online at www.lighthouse-services.com/bhc. Any community member may request to speak during the Public Comment Section of the Board Agenda. Anyone who wishes to address the Board makes a written request to the Chair or Secretary of the Board prior to the beginning of the meeting. Such written request may be conveyed through the President's Office. ([Board Policy 10.44.4](#))

Learning from complaint information and determining actions: Part of the AQIP Project is the formation of a team of individuals who will review data collected from each of the reporting methods to look for commonalities or themes related to the complaints. This team consists of the Vice President for Instruction & Student Services, Dean of Student Services, Retention Coordinator/ Title IX coordinator, Chief of Police, Academic Dean, Director of Risk Management, and Director of Planning & Institutional Effectiveness. While individual complaints may have been resolved, the purpose of this committee is to determine if there are larger emerging or system-wide issues that need to be addressed.

An example of missed opportunities that may be occurring because of the current silo approach to managing complaints is the College Refund Appeals process. Prior to 2017 Refund Appeals were directed to the Advising center and resolved by the Director of Advising. Refund Appeals are not directed to the office of the academic Deans. This change in the reporting structure for Refund Appeals has identified a new mechanism by which the College learns about student complaints and confusion. While two distinctly different processes, the Refund Appeal process often reveals complaints regarding college processes. A student who drops a course after 14 calendar days of the course is not eligible for any refund. In these instances, the student may appeal the refund process if there are extenuating circumstances. The student must complete the “[Refund Appeal Form](#)” posted on the BHC website. The Refund Appeal Form is given to the appropriate dean for consideration and disposition. While this process was not specifically designed to address student complaints, during the processing of these refund appeals, the College has determined themes related to student confusion and/or dissatisfaction based on the rationale for the appeal.

Based on the Refund Appeal process, deans are now able to see trends over the course of a semester and determine the need for a larger conversation at the weekly deans' meeting regarding the rationale for refund requests. While this process has just moved to involving the deans in the last 5 months, there have been challenges recognized and work identified to implement new practices to better inform students. For instance, the volume of Refund Appeal forms received in mid-January was great. Many students had a similar rationale for the refund request—when registering for the spring semester, the student had inadvertently registered for a “minimester” course and not a spring start course. The College is now working to have additional verbiage indicating that a course is a minimester course. The second identified need for improvement was that students' rationale for a refund was they were not aware that an online course required the exams to be proctored at certain locations and/or taken during a certain date span until the course had started and the syllabus was published. The change is that now if a test is required to be proctored at certain locations and/or there are specific dates/times for exams, the information is shared with the section level detail at the time of registration.

Communicating actions to students and other key stakeholders: Complaint procedures are communicated in the College Catalog and website. Additionally, the process is discussed in detail in the Student Handbook. Beginning in Fall 2017 the Student Handbook will be mailed to all current students.

The resolution of a specific complaint is shared with the student or stakeholder (when applicable) via their preferred method of communication (part of the information collected at the time of receiving the complaint). Deans, directors, and police officers who receive complaints in their respective areas are responsible for attempting to resolve the complaint at the time of incident and communicate that resolution to the individual.

The [Annual Security and Fire Safety Report](#) is shared with students and other key stakeholders on the College website.

Selecting tools/methods/instruments to evaluate complaint resolution: The College first looked for tools currently available in-house and the AQIP Action Team chose the current method for registering complaints until such time as a more exhaustive search can be conducted and financial resources become available.

2R4 Results (R)

What are the results for students and key stakeholder complaints?

Outcomes/measures tracked and tools utilized: While some data are available the College recognizes the current AQIP Action Project will result in a formal process and metrics for determining the effectiveness of the College to identify trends and resolve issues.

Summary, Interpretation of results, comparison with targets/benchmarks:

Multiple offices receive student complaints and while the AQIP Action Team addressing how to analyze those various sources the formal written results received by the office of the Dean of Students is reflected in Result 2R4 1. There appear to be a slight increase in the number of complaints registered in FY2016 over 2015. Additional interpretation has not yet occurred and is the focus of the AQIP Action Team.

Result 2R4 1: Complaints –Dean of Students

Complaint Topic	AY 2014-2015		AY 2015-2016	
	Number	Percent	Number	Percent
Faculty: Communication	3	23%	0	0
Faculty: Behavior	3	23%	4	23.50%
Faculty: Grading	1	7.60%	0	5.90%
Faculty: Other	0	0	3	17.60%
Advising	2	15.30%	3	17.60%
Staff/ Administration	3	23%	2	11.70%
Other	1	7.60%	5	29.40%

2I4 Improvements (I)

While Black Hawk College has had an AQIP Action Team working on student complaints, the focus has been on the collection of data instead of analyzing the complaints and looking for opportunities to improve. The College is still working to achieve “buy in” on the definition of a complaint and to create a process to analyze complaints from all offices. In the next one to three years, the College plans to provide educational opportunities related to student complaints and will be scheduling a minimum of two meetings a year to analyze student complaint data and document the outcomes of this analysis.

The change in the processing of the Tuition Refund Appeals has led to improvements with communicating to students during the registration process. The College is working to be clearer in the online registration process to let students know that they are registering for a minimester course. The section notes are also being more specific when online courses have requirements for students to meet face to face or have proctored exams that cannot be completed in the online environment.

2.5 Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the Mission of the institution.

2P5 Process (P)

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses):

Key partners are critical to accomplishing BHC’s Mission and Vision. Partners are those organizations or individuals that have a direct role in education or the delivery of support services and for which there are reciprocating relationships. Examples of educational partners include K-12 school systems in the BHC District and businesses that work in partnership to deliver educational activities such as internships and clinical sites, universities, and social service organizations. These partners fulfill roles ranging from preparing college-ready high school students, accepting transfer students, and hiring graduates, to providing students with internships and service learning opportunities.

The process of selecting partners for collaborations may be initiated directly by the College or by an outside community organization contacting the College. Appropriate college employees meet with representatives from the organization and determine if the project appropriately supports the Mission and strategic goals of the College. The process to build and develop the partnership consists of developing a plan to execute the initiative, delineating the roles of the parties, and determining plans to both fund and evaluate the program and partnership. Project evaluation determines whether the initiative is continued or expanded. Relationships are valued and maintained even when initial programs are no longer warranted or feasible, allowing either organization to explore future opportunities to meet student needs.

Relationships with the public, parochial, and alternative high schools within District 503 are identified and selected in several ways. The Recruitment office creates and maintains relationships with secondary schools through frequent visits, shares information with school counselors, and organizes campus visits for students from these institutions. Recruiters also work closely with special interest groups, professional associations, and the local Partners in Job Placement Training offices to recruit students.

College instructional staff and faculty members work closely with District high school superintendents, principals, guidance counselors, and faculty in the deployment of dual credit opportunities to create a transitional path from high school to BHC. A formal memorandum of understanding exists with each District high school, codifying the offering of dual enrollment and dual credit opportunities. This process has proven successful over the years as 25% -30% of in-District high school graduates attend BHC each year.

Outreach staff members and Adult Education and Alternative Education faculty work closely with the school districts and the Regional Office of Education in the delivery of adult education, alternative

education, and high school completer programs. Internally, college faculty and staff members work collaboratively to attempt to transition GED and Adult Education students into college-credit coursework. Outreach employees engaged in continuing education also host activities designed to engage students in programs that encourage the pursuit of higher education. College for Kids, Youth Engineering Camp, and Digital Divas are examples of summer programming aimed at elementary students and early teens that engage students in academic and career exploration and expose students to Black Hawk College programs and services. East Campus faculty and staff collaborate to engage the community through the Science Fest and Collegiate Bowl.

In addition to creating and prioritizing relationships that will benefit students as they continue their education, the College develops relationships with business and industry employers in the District who employ graduates. Many key business leaders sit on college advisory committees, providing insight into the needs of their workforce as well as others in the industry. This information is then used to modify and further develop curriculum responsive to their needs and ultimately produce a better-prepared graduate. Relationships with business and industry partners also contribute to the success of work experience and internship programs for students.

The Career Services office also connects students with potential employers through job fairs, job boards, employment, and non-credit internship opportunities. Staff works directly with employers and through regional and community economic development organizations to contribute to the employee-employer matching process.

Building and maintaining relationships with partners: The College Vision to have student-centered services is fundamental to building relationships with partners that share this vision. The College benefits from a number of collaborative relationships with key stakeholders. These relationships are strong and beneficial, often created and maintained at the departmental level. The size, scope, and financial resources requirement of the partnership influences the level of involvement by college employees. These relationships rise to the level of President's Cabinet when significant human and financial resources are required.

An opportunity for the College is to further develop a process for selecting partners for collaboration. Currently faculty and staff member may identify key stakeholders in the community and request support by vetting them through President's Cabinet, at which time decisions relating to volunteering during work hours and/or allocating physical and financial resources are made. While the process is informal it does follow some general guidelines.

First, the need or opportunity for a collaboration/partnership is identified through collection and analysis of data to confirm the need and feasibility of such a relationship as well as vetting the concept with administration (e.g. deans or directors, vice presidents, and president depending on the potential scale and impact of the partnership).

Different types of partnerships have varying criteria to be used when determining the viability of a partnership, such as ability to meet student learning outcomes, potential for long-term partnerships, required financial commitment, or ability to satisfy accreditation requirements.

Next, appropriate staff, faculty, and/or administrators review the requirements of the opportunity and look first to any existing partner to fulfill the need. If no existing partner is available or interested, a discussion occurs with a broader network to identify potential new partners. Collaborations/Partnerships requiring financial or human resource allocations are approved through the Budget Building Process and managed by the respective unit supervisor.

Once potential partners are identified, the respective division discusses the opportunity, mutual benefits, and details of the potential partnership. Depending on the scope of the collaboration/partnership a written agreement may be required and will be reviewed by both Risk Management and the Purchasing Office to

ensure the risk to the College, students, faculty, and staff is minimal.

The Strategic Plan calls for building positive community relationships and specifically the establishment of a K-12 Liaison Committee. This initial objective evolved and has translated into a focus on partnerships that cultivate dual credit opportunities with District high schools.

Selecting tools/methods/instruments to assess partnership effectiveness: The College relies on individual departments to select methods/instruments to assess partnership effectiveness. These methods tend to be informal and rely on anecdotal information. An opportunity presents to develop a more formal method such as a survey or other measurement tool.

Evaluating the degree to which collaborations and partnerships are effective: While the College may have some data collected through the Marketing and Public Relations Perception Survey and shared in the Results for this category, tools, methods and/or instruments have not been identified by the College. There is an opportunity to strengthen the extent to which data is collected, analyzed and understood and the degree to which collaborations and partnerships are effective in advancing the Mission and Vision of the College.

2R5 Results (R)

What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Outcomes/measures tracked and tools utilized: While the College has had successful partnerships with collaborators and partnerships throughout the community the opportunity to develop formal methods of evaluating the impact of those relationships will be a future improvements.

Result 2R5 1: Community Perception of Partnerships

Black Hawk College connects with the Local Community in building partnerships and providing leadership in community and economic development.				
	2010	2011	2013	2015
Strongly agree	48%	38%	40%	45%
Agree somewhat	32%	37%	41%	35%
Neither agree nor Disagree	15%	14%	13%	14%
Disagree somewhat	2%	2%	2%	2%
Strongly Disagree	0%	2%	2%	2%
Don't Know/Unsure	4%	7%	3%	1%
Source: Black Hawk College Community Perception & Branding Survey				

Summary, Interpretation of results, comparison with targets/benchmarks: Black Hawk College has a long and storied partnership with the community it serves. Result 2R5 1 shows that the local community has consistently had a favorable opinion of Black Hawk College. In the most recent “Community Perception & Branding Survey” 80% of the area residents, who were

surveyed, agreed that Black Hawk College connects with the local community in building partnerships and providing leadership in community and economic development.

2I5 Improvements (I)

Based on 2R5 what improvements have been implemented will be implemented in the next one to three years?

Over the next three years BHC will develop systematic tools to collect and analyze data to determine the effectiveness of these partnerships in advancing the College Mission and Vision.

CATEGORY THREE: VALUING EMPLOYEES

Valuing employees explores the institution's commitment to the hiring, development and evaluation of faculty, staff and administrators.

Introduction

At BHC, the office of Human Resources has primary responsibility for leading processes related to valuing employees, ensuring that the College is hiring and retaining highly qualified employees.

Under the leadership of the Human Resource office, Black Hawk College creates an organizational culture of valuing employees while operating within the working conditions detailed in four separate union contracts representing the Police, Adjunct Faculty, UAW classified staff, IFT Faculty and Professional Technical staff in addition to managing the Professional (non-represented) staff. While each Union contract is unique, it has been the practice of the College to standardize, as much as possible, the key processes of recruiting, hiring, orientation, performance reviews, credentialing, recognition and professional development. To add to this complexity, the College operates two separate campuses sixty miles from each other.

With multiple campuses the College recognizes the challenges of maintaining all official employment documents and credentials in one physical location. Access to faculty credentials was seen as inefficient, laborious, time consuming and encouraged locations to keep their own documentation on site. The adoption of a comprehensive online platform (WEAVE Credentials) for gathering documented evidence of faculty credentials is an example of the improvements being made in this Category. Bringing the records of full-time faculty online is halfway complete with a projected completion date of Fall of 2017. This will make onsite records obsolete and improve access to records while maintaining the integrity of those same documents.

Another recent improvement is the reinstatement of the staff evaluation process. Staff performance evaluation forms are now aligned with job descriptions including the evaluation of performance relative to the Core Values of the College. Moving forward, the College sees an opportunity to evaluate this approach, now in its second cycle, to determine its effectiveness in providing timely, appropriate and useful feedback for the development of the College staff.

The College established a predictable, regular schedule of mandatory trainings with tracking mechanisms to assist with all employee development while at the same time recognizing the opportunity to formalize the onboarding process for new employees. Creating training for new supervisors and training for the ongoing development of supervisors is also a future improvement that has been identified.

The processes for valuing employees is characterized as reactive BHC is currently focused on further development of the systematic process and results and moving to alignment within this category. Key processes (e.g. hiring, bumping, and discipline) are clear, repeatable, and documented in union employee contracts. Data is beginning to be collected and analyzed for many processes but metrics to measure the effectiveness of some processes such as performance reviews and orientation have not yet been identified.

3.1 Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided.

3P1 Processes (P)

Recruiting, hiring, and orienting employees: The office of Human Resources has overall responsibility for the Hiring Process which includes recruiting, hiring and orienting sub processes. The Hiring Process, a five-step process, begins with position approval and concludes with the orientation of an employee.

1. Position Vacancy/Approval

- The hiring authority gathers relevant position information to fill open positions that arise due to

resignations, promotion, and terminations and to meet course level instructional needs. The hiring authority completes a position requisition online in NEOGOV.

- All requests are reviewed by the President's Cabinet member of the requesting department, at which time data on organizational workload, enrollment, FTEs, number of course sections, seats per section, staff time analysis, and other data are used to determine the sufficiency of current staffing needs (Criterion 3.C.1). The PC member verifies the need and forwards to President's Cabinet the recommendation to hire. PC reviews the [Position Status Report](#) detailing all requested new or replacement positions and discusses how the work aligns with the College's Mission and strategic initiatives and whether sufficient budget resources are available to support salary and benefits compensation.
- An exception to this process is the hiring of adjunct faculty. In order to remain agile and responsive to changing student needs and interests, adjunct positions may be utilized. These positions are budgeted during the Budget Building Process and, as enrollment warrants, are employed through the Adjunct Hiring Process.

2. *Recruiting*

- The College actively recruits prospective employees throughout the year using strategies that demonstrate the College's commitment to attracting and hiring talented employees with the necessary qualifications, training and values consistent with the Core Values of the College. (Criterion 3.C.6). Examples of these strategies are career fairs and postings on the BHC Employment webpage. Career fairs are selected based on geographic location, target audience, and past record of foot traffic. By using an online platform, prospective employees registered with NEOGOV, the BHC applicant tracking computer system, receive notification of current College openings based on their area of specified interest.
- BHC maintains an [Affirmative Action Plan](#) (AAP), which describes recruiting practices that are designed to generate diverse applicant pools for all open positions. For example, vacancy notices are sent to several community organizations that serve diverse populations such as The Greater Quad Cities Hispanic Chamber of Commerce, Esperanza Center, QC United Way, and Martin Luther King, Jr. Community Center.
- The AAP describes hiring practices that provide for a fair and legal screening and selection process. All employees serving on hiring committees and all others involved in the screening and hiring process are required to participate in training that informs them of equal opportunity and affirmative action laws and regulations. Training includes content-related issues of bias that could potentially affect applicants belonging to classes of people protected by federal and state Equal Employment Opportunity laws.

3. *Screening/Selection/Interviewing*

- Initial screening of the applicant begins with the applicant data submitted through NEOGOV, an online applicant tracking tool that assists in an applicant processing system that removes bias. Applicants document that they meet the minimum qualifications for faculty, student support services, staff or administrative positions. For each open position, the minimum competencies listed in NEOGOV align with the detailed BHC job description for staff and faculty competencies.
- Screening, hiring, or search committees are formed as outlined in the Employee Screening/Hiring Procedures set forth in **Administrative Guideline** 3-3.1. The committees review and score applications then propose interview candidates.
- Applicants for faculty and certain staff positions are minimally required to submit a resume and official transcripts.
- A second level of screening utilizes an objective [scoring rubric](#) to fairly rank candidates based on their qualifications, credentials and experience. Applicants are prioritized for interview consideration based on the screening criteria established by the hiring authority and/or search committee and top candidates are selected for the interview. Some faculty and administrative

positions may employ a telephone interview in which a standard set of interview questions and a scoring rubric are used to narrow the candidate pool for on-site interviews.

- All hiring committees include persons qualified to judge the professional credentials of the candidates. Staff hiring committees are comprised of an HR representative, the hiring authority or his/her designee, and one to three (1–3) staff members representing areas that are closely related to or affected by the position. Faculty committees include the Department Chair or designee, 1 faculty member of the discipline/department, as recommended by the Department, 1 faculty member from outside the discipline, 1 staff member (preferably from HR), 1 protected class individual if not already included, and the hiring authority as designated by the Vice President for Instruction & Student Services.
- A second interview may include a department interview, a teaching demonstration, a presentation, an open forum, or a one-on-one interview with the hiring authority.

4. *Offer:*

- All starting salaries for new employees are first recommended by the Human Resources Director, the direct supervisor, and/or the Vice President for Finance and Administration and are forwarded to the President for approval of a final salary offer.
- For employees represented by a union contract, the employee will be placed on the salary scale based on the contractual guidelines regarding years of experience.
- New hire offers to executive administration and full-time instructors require BOT approval as evidenced in [Board Policy 2.43](#) Personnel and Organizational Administration.
- Background and reference checks are performed by the HR office prior to a job offer being made.

5. *Orienting:*

- BHC conducts a one-day orientation for new employees, which provides for rapid orientation and initiation to the culture and goals of the organization. The orientation exposes employees to the history, Mission, Core Values, and strategic priorities of the College. The first part of the orientation includes personal introductions from each member of President's Cabinet. This experience makes new employees feel welcome, personalizes College leadership, and provides information about the College's brand promises as well as its philosophy and approach to the student as a learner.
- New faculty participate in a half-day orientation program at which they are given an overview of the College's history, Vision, Mission, Core Values, and strategic priorities. The faculty Mentor Program orientates new full-time faculty members and reinforces the application of the College's history, Mission, and values. New faculty members are paired with senior faculty members for an academic year. The mentor serves as a resource for the mentee by assisting in getting to know and understand College culture, policies, and procedures. The pair meets a minimum of six times throughout the year and discusses topics such as classroom management issues, instructional strategies and techniques, student retention, and state reporting requirements.
- New full-time and part-time faculty in the Adult Education Department participate in a full-day orientation where they are given an overview of the College's history, Vision, Mission, Core Values, and strategic priorities as well as necessary mandatory trainings required by the Adult Education Department and the Illinois Community College Board.
- All new and returning adjunct faculty, including Dual Credit faculty, are invited to attend Adjunct Assembly activities in the fall, prior to the start of classes. These orientation events are held at both the Quad-Cities Campus and East Campus. The training includes an introduction to members of the administration, support staff, and the academic department chairs. ITS staff assists with logging into myBH and Canvas and demonstrates how to view class rosters, use the online portal, and submit 10-day, midterm, and final grade verification.

In keeping with its Mission of enriching the community by providing the environment and educational

resources for individuals to become lifelong learners, the College is committed to the professional growth of its faculty, staff, and administrators. Even in this tough economic time when the College is asking for controls on travel it still remains committed to the lifelong learning of its workforce. The Mission implies that each employee commits to, in philosophy and actions, continuous performance improvement and professional growth. All full-time employees are required to complete required training within 30 days of employment. Core training requirements include:

- FERPA Training
- Sexual Misconduct/Title IX Training
- Computer Security and Appropriate Use
- Identified Hazardous Chemical Training
- College Faculty Assembly or Staff Development
- Individual Professional Development in accordance with job specific duties and responsibilities

Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values (Criterion 3.C.6): The BHC five-step Hiring Process identifies people who possess the necessary credentials, skills, and values required, at a number of steps throughout the hiring procedure, and ensures the College employs faculty and staff needed to best provide for effective, high-quality programs, student and administrative services.

The specific qualifications, credentials and skills required for staff and administrators are identified and/or reviewed in Step 1 of the Hiring Process. When a supervisor/hiring authority deems it necessary to fill a new or vacated position, credentials needed for the faculty position are reviewed by the Department Chair, Dean and Vice President for Instruction & Student Services. Requirements for staff and administrative positions are reviewed and/or established by the supervisor and the respective PC member. Job descriptions with essential duties are written and/or revised for accuracy of duties and required education and experience prior to requesting a position be opened.

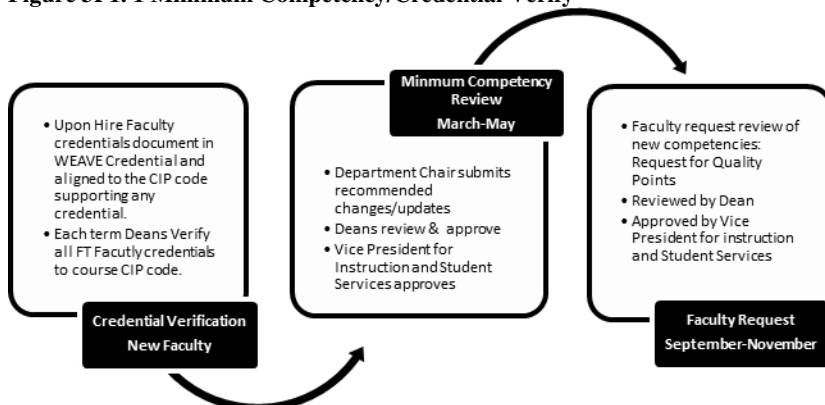
All candidates must certify the accuracy of their employment application at the time of submission (Step 3 of the Hiring Process), verifying they have the required credentials and skills outlined in the position job description. In addition to using behavior-based interviews, BHC uses references checks, letters of recommendation, transcripts, and certifications to verify candidates possess the credentials and skills necessary for the position. As part of the Hiring Process, the hiring committee creates a screening matrix utilized to evaluate the job-related credentials, skills and values required and preferred, as listed in the job description. Skills test on specific job related computer skills and teaching demonstrations are utilized as part of the hiring process.

The Board of Trustees adopted the College's [Core Values](#) which were developed through a collaborative process and structured conversations with faculty, staff, and administrators. These Core Values have been integrated into all job descriptions and establish clear accountabilities from which all employees work. New employees receive a wallet size Core Values card that includes the College's Vision and Mission Statement. This card serves as a visual reminder for employees that BHC values appreciation of diversity, honesty, responsibility, caring and compassion, integrity, fairness and respect.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (Criteria 3.C.1, 3.C.2): The specific credentials and skills required for faculty are defined in the [Minimum Competency Process](#) (Criterion 3.C.6). All academic faculty, instructors, and dual credit instructors are subject to the College's credentialing process. This process includes faculty, department chairs, academic deans, and the Vice President for Instruction & Student Services. See Figure 3P1. 1 Annually the faculty and administration review ICCB and HLC requirements, discuss with department faculty, and modify, if necessary, minimum competencies for full-time tenure-track faculty. Faculty members teaching in academic disciplines are required to have a master's degree in the content field of instruction or a master's degree and 18 graduate credits in the content field of instruction.

For faculty teaching in occupational areas, though a master's degree is preferred, an associate degree and significant professional experience in the field of instruction may be considered.

Figure 3P1. 1 Minimum Competency/Credential Verify



Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (Criterion 3.C.1): Ensuring BHC has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities occurs in one or more annual processes including the Course Schedule Building, Program

Review, and Budget Building processes. For many years the schedule was built by “rolling forward” all the courses and sections from one academic year to the next. The department chairs would then review a pre-built schedule of the courses offered in the same term of the previous academic year and make adjustments. The process for scheduling improved in 2015. Now, at the start of the registration period for a summer, fall, or spring term, academic department chairs review daily registration reports containing course registration data indicating student headcount by course and section, maximum seats available, and percent-full rates. See Figure 3P1. 2. This data, along with faculty load sheets, assist in determining the need to cover demand with current full-time faculty and the justification for hiring adjunct faculty to meet current student demand.

Figure 3P1. 2: Fall 2017 Daily Registration Report – Humanities/ Languages/ Journalism

Campus	Course	Section	CRN	Max Seats	Apr 10	Apr 17	Apr 24	Unsold Seats	% Full	Room	Su	Mo	Tu	We	Th	Fr	Sa	Begin Date	End Date	Begin Time	End Time
1	COMM 100	001	80036	25	3	5	5	20	20.00%	QUAD1 403		M		W		F		21-Aug-17	16-Dec-17	1000	1050
2	COMM 100	60H	80657	30	9	11	19	11	63.33%	EAST2 108		M		W				21-Aug-17	16-Dec-17	1300	1350
1	ENG 091	001	80793	25	0	2	5	20	20.00%	QUAD2 201		M		W		F		21-Aug-17	16-Dec-17	0900	0950
1	ENG 091	002	80365	25	0	0	1	24	4.00%	QUAD1 403		M		W		F		21-Aug-17	16-Dec-17	0900	0950
1	ENG 091	003	80366	25	2	3	3	22	12.00%	QUAD1 404			T		R			21-Aug-17	16-Dec-17	0930	1044
1	ENG 091	004	80367	25	0	0	2	23	8.00%	QUAD2 113		M		W		F		21-Aug-17	16-Dec-17	1000	1050

A second process occurs during the Budget Building Process using the Salary Planner. The academic department builds its faculty budget request based on actual class schedules expected to be held for the summer, fall, and spring terms. Departments communicate the Summary for Full-Time Overload and Part-Time Faculty Salary Request on their respective forms during the annual Budget Building Process.

New full-time faculty positions are discussed during an academic Program Review of disciplines and occupational programs. During this process academic faculty, deans and the Vice President for Instruction & Student Services review historical and trend course level data, fill rates, credit hour production, revenue to cost and overall labor market demand to determine the health of the discipline/program and the appropriate justification for new faculty positions.

In the event of a faculty retirement or resignation, the Department Chair in consultation with the Dean will forward the recommendation to fill the vacancy to the Vice President for Instruction & Student Services, at which time a NEOGOV position opening will be initiated and discussed with President's Cabinet during the review of the Position Status Report.

Ensuring the acquisition of sufficient numbers of staff to provide student support services: As positions become vacant, the supervisor in consultation with their direct supervisor assesses the current work load, capacity to meet changing needs of the College, schedule, and feasibility of reallocation of duties within

the working conditions set forth in any applicable union contract. Once a determination to refill the position occurs, the supervisor completes a NEOGOV position vacancy requisition and follows the Hiring Process.

Supervisors, Deans, and President's Cabinet members may identify the need for new positions during the Unit Assessment Planning Process or at the development of a new student support service. These positions must also follow the Hiring Process. In the case of new positions, the decision to hire must first be approved by PC and then be considered in the Budget Building Process.

The office of Human Resources and President's Cabinet utilize data to inform and ensure there are sufficient staffing and qualified employees to provide the necessary services to enhance student services and advance the Strategic Plan objectives of student growth in enrollment, retention, persistence, and completion.

The review of the Position Status Report occurs during each President's Cabinet meeting. The Report allows PC to monitor requested positions, title, replacement or new positions, and the timeline tracking of the hiring sub-processes of recruitment, screening, interviewing, hiring and employee orientation dates.

3R1 Results (R)

What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

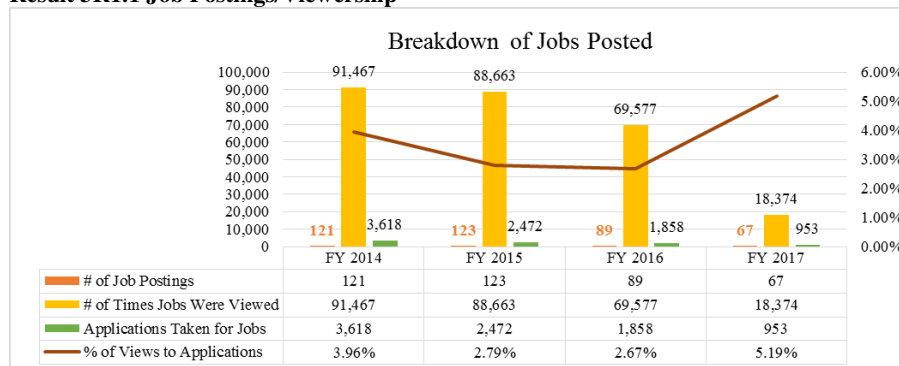
Outcomes/measures tracked and tools utilized: To track the effectiveness of recruitment processes the College reviews job posting, inquiries, applicant data and the status of open positions. These measures primarily focus on the recruiting efforts of the College. Specific outcomes/measures necessary for the evaluation of the approval, screening, offer and orienting employees have informally been discussed and are reactionary.

To ensure academic credentialing standards are met the College annually audits faculty credentials and is implementing the WEAVE Credential platform to assist in tracking.

Summary, interpretation of results, comparison with targets/benchmarks: The fiscal issues facing the State of Illinois have been historical and pervasive, though clearly its impact is showing as the number of potential applicants viewing employment opportunities with the College has significantly declined. The "viewership" had

declined over the past four years faster than the decline in the number of applicants applying. See Result 3R1.1. With pending retirements, as the College workforce ages, the College recognizes the opportunity to continue its recruitment efforts to attract qualified faculty and staff.

Result 3R1.1 Job Postings/Viewership



To determine that the College continues to recruit and hire qualified faculty and staff representing the College's District and student population, the office of Human Resources monitors hires by ethnicity when updating the Affirmative Action Plan. See Result 3R1. 2. A recent discovery, however, is the limitation of NEOGOV to report all ethnicities. Data is not reported by all ethnicities, specifically the Hispanic

Population, a population that is growing at a faster rate in the College's District than any other ethnicity. The office of Human Resources is working with the vendor to remedy this concern.

The applicant pool does appear to represent both the student population as well as the District population with exception of the Hispanic population. The opportunity discovered when updating the Affirmative Action Plan is to increase the number of Hispanic applicants who are Hispanic and consequently the number of hires who are Hispanic.

Result 3R1. 2 Applicant Ethnicity

Applicant Pool Data	FY2014	FY2015	FY2016	FY2017 YTD	YTD 2017 Student	District Population
Female						
Asian	2.27 %	2.76 %	2.55 %	4.47 %	2.47 %	0.90 %
Asian/Island	1.34 %	2.38 %	2.73 %	2.06 %	0.08 %	0.02 %
Black	8.20 %	8.29 %	10.73 %	12.37 %	6.42 %	3.37 %
Non-Hispanic	0.12 %	0.45 %	0.36 %	0.86 %	0.20 %	0.11 %
White	88.07 %	86.12 %	83.64 %	80.24 %	40.45 %	40.02 %
Hispanic					6.24 %	5.13 %
Other/Not answered	4.59 %	4.50 %	5.09 %	5.50 %	1.62 %	0.97 %
Male						
Asian	3.51 %	4.22 %	2.28 %	3.99 %	1.73 %	0.97 %
Asian/Island	3.33 %	2.60 %	4.43 %	3.46 %	0.06 %	0.02 %
Black	12.42 %	12.66 %	15.57 %	12.50 %	5.51 %	3.81 %
Non-Hispanic	0.63 %	0.76 %	0.13 %	0.00 %	0.09 %	0.08 %
White	75.07 %	72.73 %	68.48 %	70.74 %	29.74 %	38.37 %
Hispanic					3.95 %	5.25 %
Other/Not answered		7.03 %	9.11 %	9.31 %	1.40 %	0.99 %
Source: NeoGov, BHC student demographics -Data Warehouse, EMSI Regional Data						

3I1 Improvements

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

Feedback from search committee members has led HR staff to make several small improvements to the Hiring Process. Other recent or planned improvements include:

The implementation of WEAVE Credential is a recent improvement. The previous process of keeping faculty credentials in paper files located in the Human Resources office did not allow for efficient access by deans nor did it provide a mechanism to look in totality the number of credentials verified and aligned to course requirements. WEAVE was introduced in the fall of 2016. Beginning with full-time faculty, credentials were scanned into WEAVE and recorded according to the credential CIP code. See Result 3R1.3

- Adoption of WEAVE Credentials, a comprehensive platform for gathering documented evidence of faculty qualifications. The tool automatically aligns certifications with courses taught using systematically coded faculty credentials and CIP codes. The tool allows tracking for alternate qualifications and provides a field for written justifications. The opportunity is to further define the roles and responsibilities of the departments engaged in the process and establish timelines.
- Developing and formalizing the onboarding process to engage and maintain productivity, keep turnover low and build a stronger workforce.

- Leveraging talent management with talent analytics. First, improving efficiencies within the HR Department to collect data and then focusing on how to use data to make sure the College is not gathering “metadata” or “data about data” rather data that provides value to the College in measuring the capacity and quality of the talent base to meet College objectives.

While there are several data and metrics reviewed the College has the opportunity to reinforce and emphasize how to turn these individual pieces of data—into information—into knowledge (analytical ability & seeing patterns and setting targets)—into understanding (undertaking useful actions)—and ultimately to wisdom (connecting the data to the problem, solutions and to defining the impact). It is the information phase needed prior to being able to gain knowledge, understanding and wisdom that are still aspirations for the College.

Result 3R1.3 WEAVE Screenshot

MATHQC

Education	Location	Credentials
Degree: MS Terminal: No Discipline: Mathematics. Concentration: Mathematics, General. Status: Tenured Employment Level: Full Time Rank: Instructor	Campus: Quad City Division: Department: MATHQC Role:	Degree Institution Status MS University of Illinois at Urbana-Champaign Verified

Teaching < 2015-2016 >

Course Code	Course No	Course Title	Term	Qualification	CIP Code	Verified	Aligned
MATH	124	CALCULUS I WITH ANALYTIC GEO	Fall	MS	27.0101	Verified	Aligned
MATH	124	CALCULUS I WITH ANALYTIC GEO	Fall	MS	27.0101	Verified	Aligned
MATH	110	MATH FOR GENERAL EDUCATION	Fall	MS	27.0301	Verified	Aligned
MATH	110	MATH FOR GENERAL EDUCATION	Fall	MS	27.0301	Verified	Aligned
MATH	112	COLLEGE ALGEBRA	Fall	MS	27.0101	Verified	Aligned

3.2 Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution.

3P2 Processes (P)

Design performance evaluation system for all employees: Human Resources personnel keep apprised of best practices and utilize resources available through their membership in human resources professional associations and tailor examples for use in BHC's Performance Evaluation System.

Due to the nature of the union environment at the College, BHC has two separate performance evaluation systems. One addressing the needs of administrators and staff and one for faculty. The Performance Review Process designed specifically for staff and administration (non-

Figure 3P2.1 Elements of All Job Descriptions



faculty employees), creates a partnership between supervisors and those they supervise to foster personal and professional growth, recognize achievement, and enhance the team connection within their working environment. All job descriptions are updated annually identifying the essential functions of the position as well as the other duties of the job. The essential functions form the basis for the performance review process. See Figure 3P2.1.

Since 2016, staff and administrator performance reviews have focused on the evaluation of an employee's ability to meet the essential duties outlined in the specific job description. The process occurs annually with written evaluations using a matrix of exceeds expectations, meets expectations, needs improvement, and comments for each essential duty.

Faculty performance evaluations are used for improvement of instruction and as a basis for decisions related to tenure, retention, and promotion (Criterion 3.C.3). The Agreement between the Board of Trustees and Black Hawk College Teachers Union documents this process. New faculty receives an annual contract for the first three years, during which time they participate in an annual evaluation which includes classroom observations by the Dean and Department Chair. Upon successful completion of three consecutive years, a faculty member becomes eligible for tenure and the performance evaluation has a higher level of expectations as defined in the Faculty Academic Rank and Promotion Process. Each fall, faculty members applying for promotion receive a classroom evaluation and follow-up interview by the immediate supervisor and Department Chair. Faculty members in their final probationary year are evaluated by the Department Chair and by their immediate supervisor prior to the meeting at which the tenured members of their instructional unit will make a tenure recommendation about them. (Criterion 3.C)

The immediate supervisor and Department Chair may complete evaluations as necessary when there are persistent, documented instances (e.g., student complaints, faculty concerns, public comments, administrative recognition), suggesting a potential problem with classroom instruction of a faculty member. This may also be initiated at a faculty member's request.

Soliciting input from and communicating expectations to faculty, staff, and administrators:

Communicating expectations to faculty, staff and administrators are evident in the handbooks and job descriptions for each employee. Employee handbooks describe procedures that relate to employment, including procedures that relate to expected job performance and benefits that accompany employment. The employee handbooks detail introductory material, articulate the College Mission, Vision, goals, and Core Values; explain conditions of employment such as work schedules, personnel files, evaluations, conduct, and discipline; and provide policies regarding benefits such as insurance, leaves, staff development. Together the Full-Time Faculty Handbook, Adjunct Faculty Handbook, and Professional Staff Handbook, in conjunction with applicable union agreements, provide the employee information regarding the College.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services: Black Hawk College employees are evaluated on the essential duties of their position as outlined in their job descriptions. Faculty Evaluation Process emphasizes their responsibility in the learning processes and consequently aligns with the College's Strategic Plan to assist all student in achieving their education goals. As the College is in year three of the 2015-2017 Strategic Plan, which declared a priority on valuing people, there exists an opportunity to assess the evaluation system and formulate year three actions that align the evaluation system with institutional objectives for all programs and services.

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance: The Director of Human Resources monitors wage and salary structures regarding fairness and parity. A negotiated salary schedule determines faculty compensation, professional staff, and classified staff salaries.

To tailor insurance benefits to the needs of the diverse workforce and ensure consistency and cost containment, BHC has formed an Insurance Oversight Committee (IOC) comprised of a representative from each work group/union. Quarterly, this committee reviews the health plan options and employee utilization statistics. The group meets with the third-party administrator and the prescription plan representatives to analyze the BHC plan and discuss ways to reduce costs or offer benefits that improve the health of the College workforce. The ultimate goals of the IOC are to maintain one college health insurance plan, provide one college oversight mechanism, and offer quality and affordable insurance to employees without creating an undue burden on college finances.

BHC offers a wide variety of services and benefits for faculty and staff. These services are detailed in the appropriate employee handbooks and negotiated union contracts. The College offers a comprehensive benefits package for full-time employees that include health insurance, dental and eye care coverage, life insurance, disability insurance, sick leave, personal days and vacation leave. All regular full and part-time employees earn vacation and sick leave in accordance with the various agreements. Other benefits include tuition waiver and a Section 125 Plan, which allows participating employees to pay allowed expenses with untaxed dollars. Employees may also elect to contribute to a 403(b) retirement plan through a vendor contracted by BHC.

Additional employee recognition, compensation and benefit systems include:

Faculty Assembly Days: Held twice annually, once at the beginning of the fall term and the second at the start of the spring term. Professional development opportunities are offered, new faculty are introduced and President's Cabinet presents service awards recognizing achievement of milestones.

Staff Development Day: Held annually in March. New staff are introduced and President's Cabinet presents service awards recognizing achievement of milestones. Professional development opportunities are offered through speaker sessions.

Wellness: Employee Assistance Programs and Annual Health Screenings

Benefits: Information sessions are offered in advance of open enrollment and third-party vendors meet with groups and individuals.

Emeritus/Emerita Recognition: *Emeritus/Emerita* recognition exists to honor those staff and faculty members who have provided commendable service to the College, who have retired and have served a minimum of ten (10) years as a full-time staff/ faculty member or a minimum of 20 years for adjunct faculty (a total of 40 spring or fall terms for adjunct faculty). Staff nominations are accepted by the Human Resources Office, supported by President's Cabinet, and approved by the Board of Trustees. Members of the department for which the faculty member has served take a formal vote to nominate the retiring faculty member. The recommendation is then forwarded to the Faculty Senate for approval. In the event that the Faculty Senate approves, the recommendation is forwarded to the President and President's Cabinet with final approval made by the Board of Trustees. These awards express the College's gratitude for this service and entitle those so honored to certain privileges, including the following: parking privileges, receipt of college publications, admissions to college events, library privileges, email, and tuition waivers.

Faculty Academic Rank and Promotion: The Faculty Academic Rank and Promotion Process (e.g., tenure, retention, academic rank, and promotion) is the faculty approach to review instructional performance for the purpose of encouraging, recognizing and rewarding those faculty members who excel in fulfilling their responsibilities to their students, their departments, BHC as a whole, the Community College District, and society.

Appreciation Events: The Staff Development Committee sponsors various appreciation events. These are conducted during the fall and spring semesters at all college sites and are tailored to meet the specific needs

of all segments of the workforce. Past events have included a holiday gathering, ice cream socials, and the distribution of candy bars with customized thank you wrappers.

Promoting employee satisfaction and engagement: Motivational elements at BHC are determined at the individual, departmental, divisional and college-wide level. At the individual and departmental level, supervisors are expected to meet with employees regularly to determine and identify what may be concerns to bring forth. At the college-wide level, President’s Cabinet members received feedback from several cross-functional teams including the Labor Management Team, Insurance Oversight team and Faculty Senates to inform and keep PC aware of issues and concerns regarding employee satisfaction and engagement.

“Tuesdays at 2” programs with Dr. Truitt promote open dialogue between administration and employees. These sessions provide instruction on board and PC topics which impact the College’s decision-making, programming, and all personnel. The sessions are recorded for those unable to attend in person.

3R2 Results (R)

What are the results for determining if evaluation processes assess employees’ contributions to the institution?

Outcomes/measures tracked and tools utilized: Every other year, BHC measures employee satisfaction and engagement using the National Initiative for Leadership and Institutional Effectiveness’ (NILIE) Personal Assessment of the College Environment (PACE) survey. In January and February 2017, the PACE survey was administered to 455 employees at Black Hawk College (BHC). Of those 455 employees, 264 (58.0%) completed and returned the instrument for analysis.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. They also completed a qualitative section, a customized section designed specifically for Black Hawk College, and an Institutional Structure subscale. Respondents were asked to rate the four factors on a 5-point Likert-type scale ranging from a low of “1” to a high of “5.” The PACE instrument administered at BHC included 87 total items.

At BHC, the overall PACE results yielded an overall 3.602 mean score. When disaggregated by the BHC’s customized personnel classification demographic category, Adjunct Faculty rated the campus climate the highest with a mean score of 3.959 and Full-time Faculty rated the campus climate the lowest with a mean score of 3.437. Specific PACE items are tracked and presented below.

Implementing a new performance evaluation process the office of Human Resources tracks the number of performance evaluations conducted and submitted to the HR office and tracks the number of employees receiving recognition for years of service, promotion, tenure, and Emeritus status.

Summary, interpretation of results, comparison with targets/benchmarks: Three items are tracked regarding the employee perceptions of feedback and confidence they receive from their supervisors. Overall the mean score for each item was above the NILIE norm.

The College’s overall mean score for PACE Question 2 (4.26) was above the NILIE norm (4.20). See Result 3R2.1 PACE Survey Item- Expressing Confidence Adjunct Faculty had the highest mean score of 4.62, while the full-time faculty had the lowest mean score of 4.03.

Result 3R2.1 PACE Survey Item- Expressing Confidence

Q2: My supervisor expresses confidence in my work.				
	2010	2013	2015	2017
Professional Non-Rep Staff	4.06	4.38	4.36	4.56
Professional Technical Staff	3.65	3.91	4.14	4.13
UAW Staff	3.87	4.01	4.06	4.36
Faculty FT	4.24	4.30	4.05	4.03
Faculty Adjunct	4.38	4.52	4.43	4.62
BHC Overall	4.06	4.17	4.16	4.26
NILIE Norm Base	4.04	4.18	4.20	4.20
Source: PACE Survey				

The College's overall mean score for PACE Question 20 regarding the timeliness of feedback (3.73) was above the NILIE norm (3.69). See Result 3R2. 2. UAW staff employees had the highest mean score of 3.93, while the professional-technical staff had the lowest mean score of 3.48. The professional-technical staff's mean score was the only personnel classification below the NILIE mean score.

Result 3R2. 2 PACE Survey-Timely Feedback

Q 20: I receive timely feedback for my work.				
	2010	2013	2015	2017
Professional Non-Rep Staff	3.54	3.97	3.81	3.92
Professional Technical Staff	3.34	3.37	3.75	3.48
UAW Staff	3.29	3.29	3.41	3.93
Faculty FT	3.73	3.85	3.54	3.72
Faculty Adjunct	3.79	3.90	4.08	3.81
BHC Overall	3.55	3.64	3.66	3.73
NILIE Norm Base	3.56	3.65	3.68	3.69
Source: PACE Survey				

The College's overall mean score for PACE Question 21 (3.78) was above the NILIE norm (3.71). See Result 3R2. 3. Professional Non-rep staff had the highest mean score of 4.05, while the professional-technical staff had the lowest mean score of 3.60. Once again, the professional-technical staff's mean score was the only personnel classification below the NILIE mean score.

Result 3R2. 3 PACE Survey Item Appropriate Feedback

Q 21: I receive appropriate feedback for my work.				
	2010	2013	2015	2017
Professional Non-Rep Staff	3.7	4.05	3.88	4.05
Professional Technical Staff	3.4	3.40	3.69	3.60
UAW Staff	3.44	3.49	3.48	3.91
Faculty FT	3.76	3.89	3.71	3.78
Faculty Adjunct	3.82	3.83	4.02	3.85
BHC Overall	3.63	3.70	3.73	3.78
NILIE Norm Base	3.58	3.69	3.72	3.71
Source: PACE Survey				

In 2016 the staff evaluation completion rate was 55%. The majority of performance evaluations not completed fell in one department, and had that supervisor been able to complete all evaluations, the College would have seen an 81% completion rate. The office of Human Resource has identified an opportunity to collaboratively work with the supervisors of very large departments who have employees working in three shifts to determine how the evaluation process could be conducted in a timely fashion.

The 2017 PACE Report was received in April 2017 not allowing for a full review and discussion by Presidents Cabinet. However data and recommendations for improvements will be discussed and presented in the Fall 2017 during the Strategic Planning internal environmental scan.

BHC understands that recognizing employees based on tenure (years of service) while consistent with the national norm for employee recognition programs, lacks the potential to truly impact performance.

With that said, in 2015 the College recognized 42 employees for years of service at Staff Development Day, one being recognized

for 45 years of service. In 2016, 39 employees were recognized with 2 reaching 35 year

Result 3R2. 4 Employee Recognition

Employee Recognition	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Years of Service Awards (5, 10, 15, 20, 25, 30, 35, 40, 45 years)			42	39	40
Tenured Faculty	6	4	9	14	11
Promotion	18	17	10	16	16
Emeritus	1	16	12	11	7

Source: BOT Board Reports and Human Resource Seniority List

anniversaries and 1 being recognized for 40 years of service. In 2017 forty employees were recognized with one of these employees receiving recognition for 35 years of service.

Peer-to-peer recognition such as Promotion and *Emeritus* Programs is of higher value as they are the recognition that is made by peers and in the case of faculty acknowledged by the Faculty Senates prior to being recommended to President's Cabinet and ultimately the Board of Trustees. Based on Board of Trustees board reports and the Human Resource Seniority Lists, the above chart illustrates the tracking being performed by the Human Resources Department for employee recognition, promotion, tenure, and *Emeritus* status.

3I2 Improvements (I)

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

The recent improvements to the staff performance evaluation process included the creation of forms that are aligned with individual job description and the reinstatement of annual performance reviews. The new forms were created by the office of Human Resources, the rubric was approved by Presidents Cabinet and deployed in Fiscal Year 2016. Moving forward, the College has the opportunity to evaluate and improve the process after concluding its second cycle in June 2017.

3.3 Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution.

3P3 Processes (P)

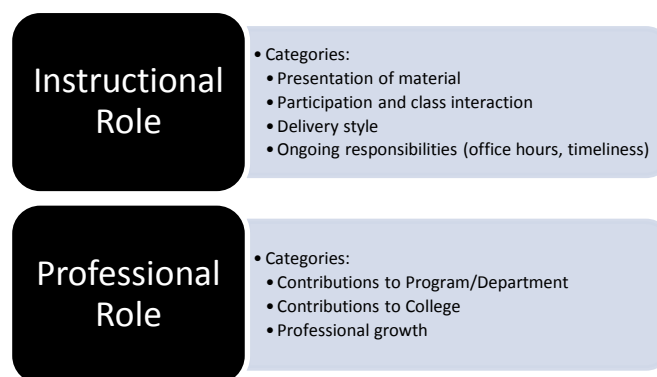
Providing and supporting regular professional development for all employees (Criteria 3.C.4, 5.A.4): The College identifies training needs at the individual, departmental and institutional levels. Individual professional development opportunities are discussed annually during the staff performance reviews and departmentally during the Unit Assessment Planning Process and often reflect the short-term needs to improve performance.

Institutional needs are addressed throughout the Strategic Planning Process and during President's Cabinet monthly meetings. During FY2017 PC identified the need to identify all required training to fulfill mandatory governmental requirements and centralize reporting of the timeline and accountability for completion of such training.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (Criteria 3.C.3, 3.C.4): The College has several ways of ensuring that instructors are current in their disciplines and pedagogical processes starting with faculty evaluations, Academic Rank, Teaching Learning & Center (TLC) and Faculty Senate standing committees, Adjunct Instructor Orientation, Dual Enrollment Instructors In-Service and all Faculty Assembly days.

Faculty subject to performance evaluations are evaluated using a rubric of exceeds expectations, meets expectations, and below expectations in two scales. See Figure 3P3. 1 Faculty Evaluation Scale/Statements Each scale (Instructional and Professional Role) has a series of 1-6 statements that are evaluated in each subcategory listed below.

Figure 3P3. 1 Faculty Evaluation Scale/Statements



Faculty Senates' Professional Development and Promotion Review Committees are charged with making recommendations to the Senates regarding any changes in procedures related to the application and review process for Professional Development Leave (PDL) and for promotion. The Committee reviews and evaluates PDL applications, and assists the Vice President for Instruction & Student Services in planning Faculty Assembly Days.

Professional development expectations regarding full-time faculty are addressed in the Academic Rank process, a collaboratively developed process that is revised and implemented among faculty and academic administration. The Academic Rank & Promotion Process addresses the expectation that all faculty members continue to grow professionally throughout their careers. At the time of hire, faculty members are awarded an initial academic rank commensurate with his or her level of training and experience. Over time, a faculty member may be promoted in rank as he or she grows professionally.

Additionally, the Professional Development Planning (PDP) Process allows faculty to do the following:

- Articulate his/her professional strengths and areas of growth;
- Note activities that exemplify professional growth;
- Communicate activities that demonstrate commitment to the institution;
- Communicate activities that demonstrate involvement in community activities that align with the BHC Mission;
- Report progress toward, or completion of, objectives from the prior planning cycle;
- Articulate development objectives for the upcoming planning cycle; and
- List the resources requested from the College supporting progress toward, or attainment of, stated objectives.

The Teaching & Learning Center supports student learning through programs, services, and resources that address the professional development and instructional support needs of all full and part-time faculty. The Center's purpose is to support and inspire faculty so that "dynamic educational programs" and high levels of student learning can be achieved. The Center sponsors a wide variety of faculty learning events, provides a host of collaborative support services and tools, and works with many academic partners to enrich and strengthen the teaching and learning environments. Jointly, TLC staff, in collaboration with the Faculty Senates Teaching and Learning Advisory Committee, provides support for the Faculty Mentoring Program, updates or creates documents for best practices in online teaching, collaborates with the libraries and bookstores to ensure optimal services for students, and assists the Vice President for Instruction & Student Services with planning Faculty Assembly Days.

Figure 3P3. 2 Teaching Learning Center Goals



Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (Criterion 3.C.6): Each service department identifies its training needs and establishes individual employee goals during the Performance Review Process. Many Student Support Services employees belong to professional organizations that provide access to resources to keep them abreast of changes their fields. They utilize these resources when advising students.

The Staff Development Committee, which includes HR staff and representatives from various programs and service departments, plans the annual Staff Development Day. Sample topics for sessions include BHC Updates, Mindfulness in Higher Ed, Advanced Microsoft Outlook, Wellness in the Workplace, and A Minute to Live.

President's Cabinet identified the coordination and communication of required training as a priority and this topic is currently under review.

Aligning employee professional development activities with institutional objectives (Criterion 5.A.4): The College's Strategic Plan charges leadership with identifying and implementing opportunities for professional development and training. To further align employee professional development activities with institutional objectives, President's Cabinet, directors, and managers are responsible for ensuring the employees in their areas receive training and development needed to contribute appropriately to the accomplishment of the department's goals. Such training and development would be documented in the departments' Unit Assessment Plans and addressed through the Budget Planning Process. Faculty and staff providing student support services such as advising are expected to complete a standard advisor training module.

3P3 Results (R)

What are the results for determining if employees are assisted and supported in their professional development?

Outcomes/measures tracked and tools utilized: In addition to the PACE survey item regarding the extent to which professional development activities are available, the College tracks feedback from staff and faculty regarding experiences with the professional development days (Staff Development Day and the fall and spring Faculty Assembly Days). Using SurveyMonkey, all staff and faculty are sent a survey asking for feedback on the activities of those respective days.

For the most recent Spring Assembly Day, 33 of the 112 (29.5%) full-time faculty completed the feedback survey. For the most recent Fall Assembly Day, 31 of the 112 (27.7%) full-time faculty completed the survey. These surveys asked for comments on four questions. These comments were shared with the Vice-President of Instruction & Student Services, Academic Deans and Senate Committees.

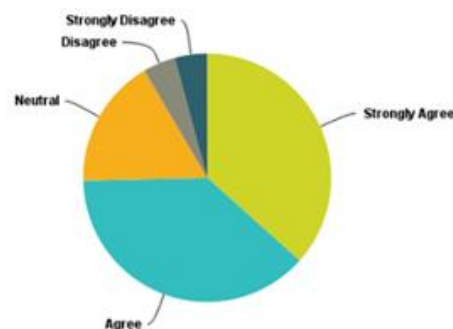
For the most recent Staff Development Day, 73 of the 276 (26.4%) full- and part-time staff completed the feedback survey. Results of this survey were shared with the Human Resources Department and the Staff Development Committee.

Summary, interpretation of results, comparison with targets/benchmarks: For the most recent Staff Development Day, 74.6% of the survey respondents stated that Staff Development Day was a good experience. See Result 3R3.1. This is the lowest percentage of staff stating Staff Development Day was

Result 3R3.1 Staff Development Day

Q12 Overall, Staff Development Day was a good experience.

Answered: 71 Skipped: 2



good experience over last five years. The 2014 Staff Development Day had the highest percentage of staff stating Staff Development Day was good experience at 91.5%

Reflecting the College's commitment to the educational advancement and lifelong learning mission the number of employees and family members granted tuition waivers has remained relatively stable. See Result 3P3.1.

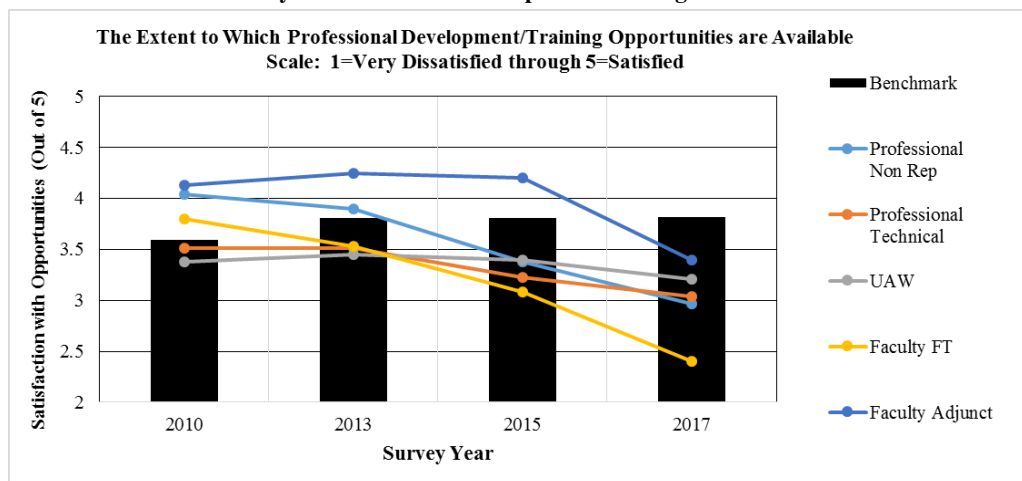
Result 3P3.1 Tuition Waivers

Tuition Waivers	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17 YTD
Number of Employees	156	156	157	145	163	94

During challenging economic times often organizations look for cost saving measures by eliminating professional development activities. Rather than paralyzing the College with that directive, the College instead limited travel resources considering professional development opportunities on a case-by-case review by the President. The College continues to seek local partners and in-house resources such as employee presenters for Staff Development Day to fill professional development needs. Monitoring employee's perceptions about the availability of professional development and training opportunities the College tracks a PACE survey item regarding the availability of professional development/training. See Result 3R3. 2.

For the first time, the mean scores for all of the College's personnel classification groups fell below the NILIE benchmark. In previous survey administrations, both the adjunct faculty and professional non-rep groups were above the NILIE benchmark for those respective years. Furthermore, the mean scores for all the personnel classification groups have declined since 2010.

Result 3R3. 2: Availability of Professional Development/Training



3I3 Improvements (I)

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

Employee Learning Report : President's Cabinet identified the coordination and communication of required training as a priority and this topic is currently under review. Progress made during FY2017 was the collection of all required training from the various departments including Risk Management, ITS and the Human Resource Office. These trainings are now identified in a useful tool for new employee orientation.

The deployment of the Employee Learning Report including job specific trainings and a tracking mechanism to inform the College on compliance is anticipated to occur in FY 2018.

Staff Development is evaluated annually at the conclusion of the development activities. Recent improvements have including moving the Day from a Wednesday to a Friday to allow 3rd shift to participate and moving from a week-long event with multiple workshops throughout the week to holding one day full of various workshops. Moving forward, the Staff Development Team will be exploring a development process that focuses on opportunities to jointly engage staff and faculty versus the current model which separates them.

Faculty Assembly Days have continually been improved based on feedback data collected using a survey launched through Survey Monkey. The theme of these improvements have revolve around facilitating more engaging experiences such as sitting at tables instead of lecture style, faculty “speed dating” presentation format to learn from peers rather than from external speakers, round table discussions lead by 8 faculty highlighting unique teaching techniques and a full day devoted to discussions on assessment, general education and common institutional learning outcomes

CATEGORY FOUR: PLANNING AND LEADING

Planning and Leading focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Introduction

Category 4, Leading and Planning, includes both strengths and opportunities for the College. BHC has a strong history of leadership and governance by an elected body of Trustees that are governed with systematic processes. While the Board experiences turnover as long standing members retire or others are not re-elected the change is an opportunity to educate new members and reinforce for continuing members the roles and responsibilities toward ensuring public interest is served. These roles and responsibilities also include setting clear mission, monitoring college performance and ensuring adequate support for the College.

While change is common to an elected Board of Trustees, it is not as common among the leadership roles of administration, faculty and staff. The latter has been a challenge for the College. With the aging of the College workforce and the state budget impasse and changes to state retirement systems, more employees are opting to depart or retire. Since the first Systems Portfolio, the College has experienced turnover in several key leadership positions including three presidents, two vice presidents for instruction & student services, a vice president for finance, a human resource director, a vice president for East Campus and a chief information officer. Each of these positions served on President’s Cabinet. These changes present unique challenges for a leadership team such as President’s Cabinet. The membership of Cabinet has fluctuated from a group of three to the current membership that includes nine individuals with direct reporting relationships to the President. Continued budget challenges have also required the College to look for efficiencies while managing key processes with declining human capital. The work once conducted by five deans is now being conducted by three academic deans; the Vice President of Finance & Administration is now responsible for the work once done by a vice president for administration; and the chief information officer (CIO) is now a Co-CIO. As President’s Cabinet membership has fluctuated, the opportunity to gain consistency and a clearer understanding of roles and responsibilities to create a leadership team that functions with common vision and messages will result in the desired increased accountability. Prior to 2016, due to turnover in membership, President’s Cabinet tended to be reactionary in practice. With improvements occurring, in this Category, and the stabilization of PC membership, movement to systematic processes is occurring.

The state budget impasse has put the College Board of Trustees and President's Cabinet in a position of making difficult decisions that are at times not popular with the employee community. It is believed the timing of the PACE survey, immediately following the announcement of some of these difficult decisions, impacted the results in this category. When analyzing the PACE survey results, PC will continue the practice of looking at data over time, not in isolation of a given year, trends over time and benchmarks with similar colleges. The PACE survey results were received in April not allowing time for President's Cabinet to conduct a full review of the results prior to the submission of this Systems Portfolio.

Leading the College with common policies and procedures is a priority of Presidents Cabinet and a focus of the successful improvement in how Cabinet reviews and modifies Administrative Guidelines. Measuring the awareness, by the workforce, that the Administrative Guidelines exist is an opportunity that presented itself in the recent review of the PACE Survey. Specifically, the faculty appear to report not having the same level of awareness of the policies and procedures governing their work as other employee classifications.

The Strategic Planning Process is deployed with explicit and repeatable steps and has been evaluated with improvements made after each cycle of planning. Additionally, at the conclusion of each quarterly update meeting, the attendees do a "plus/delta" exercise with improvements implemented at the next quarterly report meeting. Moving toward, increased communication regarding the goals, Mission and Administrative Guidelines is an opportunity for the College.

4.1 Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision.

4P1 Processes (P)

Developing, deploying, and reviewing the institution's mission, vision and values: The development and review of the Mission, Vision and Core Values (MVCV) is part of a three-year Strategic Planning Process (SPP) that engages the Board of Trustees, President's Cabinet, the SPP Committee and the College internal and external communities it serves. These MVCV are reviewed annually and were last modified by the BOT in 2013 at which time the mission statement was modified to include the language "enriches the community." (Criterion 1.A.1.) The addition of this language demonstrates that actions and decisions reflect an understanding that the educational role of BHC is to serve the public. (Criterion 1.D.1) President's Cabinet annually reviews the Mission during a planning retreat whereby it can, if circumstances warrant, allocate resources to engage in a formal review prior to the next Strategic Planning cycle. The language of the College's Mission statement demonstrates the primacy of education over any other responsibility.

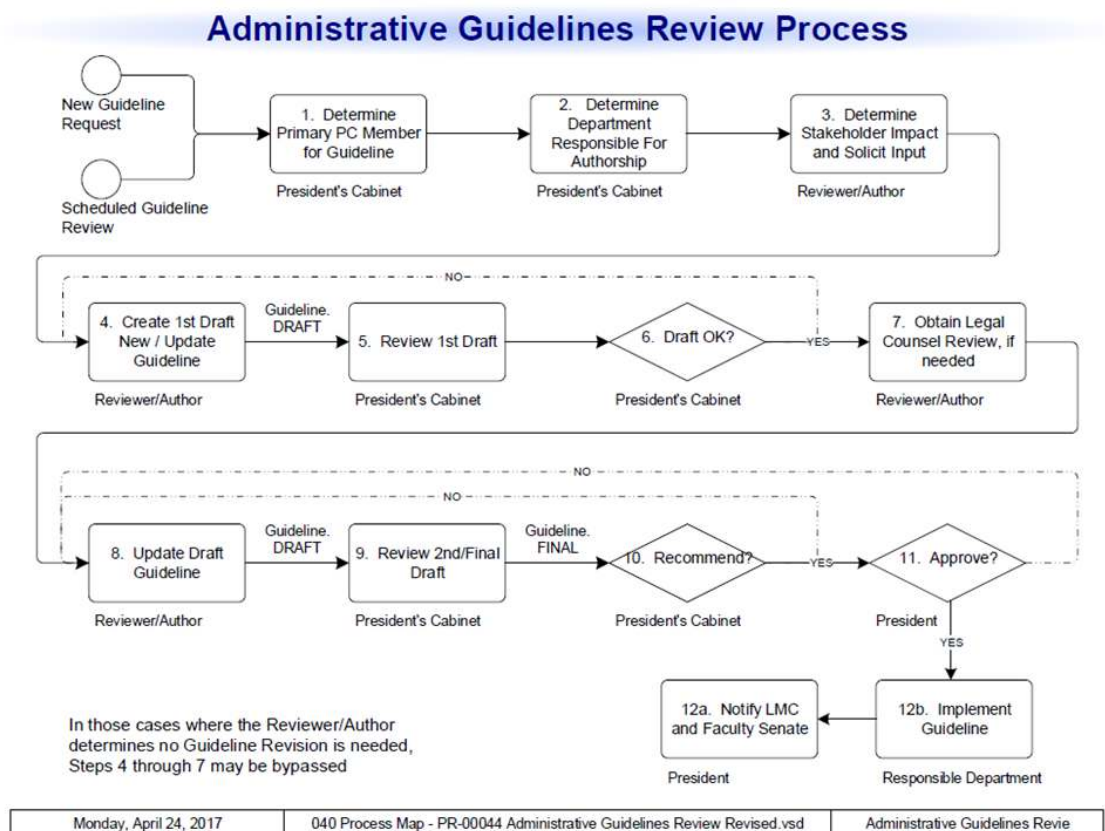
The set of seven Core Values the College adopted has been in place since their inception and are virtually unchanged. To further strengthen the awareness of the Core Values, in 2016 the College began distributing wallet-size core value cards to all new employees, integrated the core values as an overall accountability in all job descriptions, included a hiring interview question (*One of Black Hawk College's core values is appreciation of diversity. How would you contribute to this core value?*), and implemented the practice of including a core value reflection at the start of team meetings.

To ensure the actions of the College reflect a commitment to its core values: The College has integrated the Core Values into multiple processes including Administrative Guidelines, Code of Conducts, and job descriptions. The Administrative Guidelines cover broad areas of administration, human resources, fiscal management, health and safety, instruction, and students. These procedures define the framework for behavioral expectations outlined in employee handbooks. The BOT authorizes the President to establish and implement Administrative Guidelines. Such procedures must comply with BOT policies, as well as all state and federal laws and regulations. Staff may initiate development of new Administrative Guidelines or revisions to existing guidelines through established administrative channels. The BHC Administrative

Guideline Review flowchart outlines the process for new guideline development and guideline revisions. See Figure 4P1 1

.In 2013 President's Cabinet adopted a systematic process for reviewing all guidelines ensuring they remain current and aligned with the MVCVs and with internal, external, and legal requirements. This process requires review of Administrative Guidelines over a rolling three-year period.

Figure 4P1 1Administrative Guideline Review Process



Additional mechanisms reflecting the College's commitment to its Core Values are evident as follows:

- **Job Descriptions** describe essential duties, skills and competencies that are needed to perform a specific role and the core behavioral accountabilities for each position. They also provide the basis for employee performance reviews. Job descriptions were amended to include behavioral expectation "Demonstrates Black Hawk College Core Values."
- **Trustee Emeritus/Emerita criteria** for long-term dedication to the Core Values of Black Hawk College
- **BOT Code of Conduct : #7-** "In order to make informed, data-driven decisions in accordance with the College's Mission and Core Values, I shall be involved in and knowledgeable about not only local educational concerns, but also about State and national issues."
 - **Academic Rank System:** All Faculty members are expected to contribute to the growth and development of the College as a whole, and to promote the values of the institution.
 - Integration into PC and standardized team agendas with the Core Value Reflection process.

- Employee Orientation process now includes a standard agenda item orienting new employees to the MVCV of BHC.
- Core Value Banners are present on commencements stages and utilized at significant events throughout the year as a reminder of the values held by the College. The banners were displayed during the March 17, 2017 Staff Development Day and framed the venue for the 25th Anniversary Jazz Festival Reunion, a community-wide event, on April 19, 2017.

Communicating the mission, vision, and core values: The Mission Statement is communicated through various public documents and evidenced by the following: College website, Student Handbook, College Catalog, Strategic Plan, Faculty Handbook, College budget documents, faculty syllabi, and printed copies and posters. (Criterion 1.B.1)

To ensure the academic programs, student support services, and enrollment profile are consistent with the College's mission:

The College provides educational resources to become lifelong learners through access to courses and programs in five pillars. The 5 pillars, first introduced during a Fall 2016 strategic seminar, during which time President's Cabinet and other academic leadership discussed the College Program Portfolio. Recommendations were made regarding the current portfolio of programs, what programs were a strategic fit to the College Mission, what the College does very well, what programs needed further evaluation and which new programs would serve the District. The College website redesign is now incorporating the 5-pillars. As a way to communicate College offerings..

Figure 4P1 2 Strategic Fit 5 Pillars of BHC



Educational opportunities include degrees in associate of applied science, associate in arts, associate in science, associate in fine arts, associate in liberal arts, career and technical certificates, adult education, general education equivalence, and professional, and community education courses. (Criterion 1.A.2)

Student Support Services: The Vision Statement further demonstrates how BHC is committed to accessibility and the offering of a variety of academic student support services and co- curricular services as it calls for student-centered services such as academic advising, counseling, academic support, and disability services. A new Veterans Resource Center offers veterans and active-duty military students and employees a place to relax, network, study, and find resources to help transition into college and careers. (Criterion 1.A.2)

Keeping with its Mission to enrich the community by providing the educational environment and resources for individuals to become lifelong learners, BHC is an open enrollment community college. Enrollment headcount for FY2016 was 9,830 students with the following demographics: 45% male and 55% female, 33% ethnic minorities and the median age 23 years old. (Criterion 1.A.2)

President's Cabinet members are responsible for communicating the College's Mission, Vision, and Values that foster an organizational commitment to high performance. To reinforce its Core Values, the College implemented a "core value campaign," modeled after the 2008 CQIN institute learning partner—the Ritz Carlton. The campaign includes the distribution of core value cards and core value reflections at the start of all standard team meetings. At the start of each PC meeting, the reflection offered highlights an activity, event, or interaction exhibited by faculty, staff, or students who emulate a specific core value of the week.

The 2015-2017 Strategic Plan is available at [Strategic Plan](#). This document outlines the extent of the College's focus on the various aspects of its Mission as evidenced by the Strategic Goals in the areas of Student Growth, Revenue Growth, and Valuing People. (Criterion 1.B.2)

Allocating resources to advance the institution's mission and vision, while upholding the institution's values: BHC engages in an Integrated Planning and Budgeting Process that aligns priorities with mission. (Criterion 1.A.3). Annually BHC is required to prepare a budget in accordance with accounting principles generally accepted in the United States of America (GAAP), as set forth by Governmental and Financial Accounting Standards Boards (GASB and FASB) and the Illinois Community College Board (ICCB).

The Budget Building Process is the primary mechanism for the allocation of resources. The process begins in June with reviews and updates made to the existing Strategic Plan and department Unit Assessment Plans. Formal budget planning begins in January and ends when the BOT adopts the budget in June. PC prioritizes budget requests. The Capital Committee reviews and prioritizes capital improvement requests.

The College has taken several steps to offset the negative impact of inadequate state funding and enrollment fluctuations while remaining committed to its Mission. These steps included the following:

- shifting financial resources to support Adult Education (mission-driven service) when state funding resources significantly were reduced,
- cost containment and reduction of department budgets,
- modest tuition and fee increases,
- redesign of key business processes and technology to improve efficiency,
- implementation of new programs to strengthen enrollment (Advanced Large Animal Technician, Music Industry Certificate),
- improved Revenue to Cost Report establishing a systematic, repeatable process for evaluating the financial contribution of all programs and services the College offers,
- development and implementation of a sustainable process for allocating scholarships, grants and waivers,
- development and implementation of a Master Facility Plan and corresponding funding strategy.

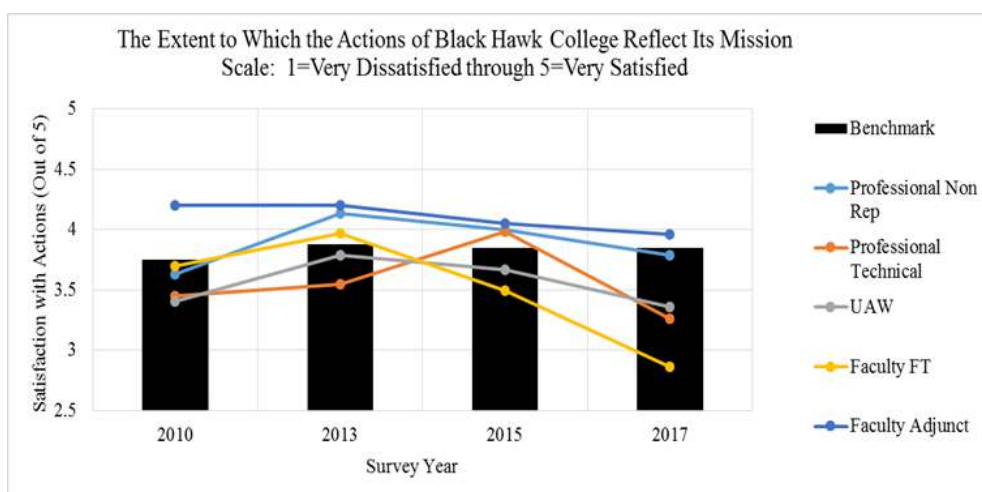
4R1 Results (R)

What are the results for ensuring long-term effective leadership of the institution?

Outcomes/measures tracked and tools utilized: The PACE survey helps the College track outcomes related to employee

perception and understanding of the College's Mission, and Vision, engagement with the Mission and how employees work is directed by clearly defined administrative guidelines.

Result 4R1.1 PACE Survey Item Black Hawk College Actions Reflect Its Mission

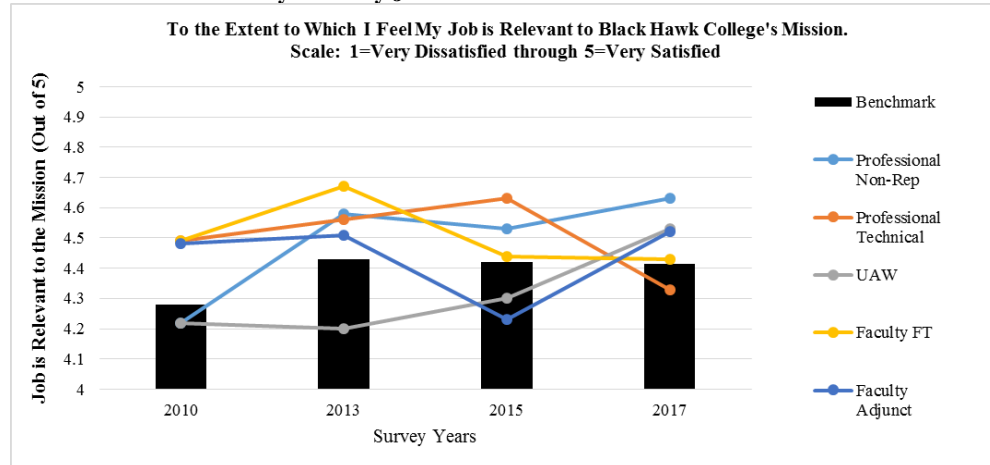


Summary, interpretation of results, comparison with targets/benchmarks: The PACE survey asks employees the extent to which the College's action reflect its Mission. The results indicate the Professional Non-Rep employee group was the above the NILIE benchmark in 2017. See Result 4R1.1. For the 2013 and 2015 PACE survey administrations, three of the five personnel classification groups were above the NILIE benchmark. Since 2010, only the UAW personnel classification group has been below the NILIE benchmark.

Employees continue to be engaged and understand how their jobs support the Mission of the College. Over the span of the last four PACE

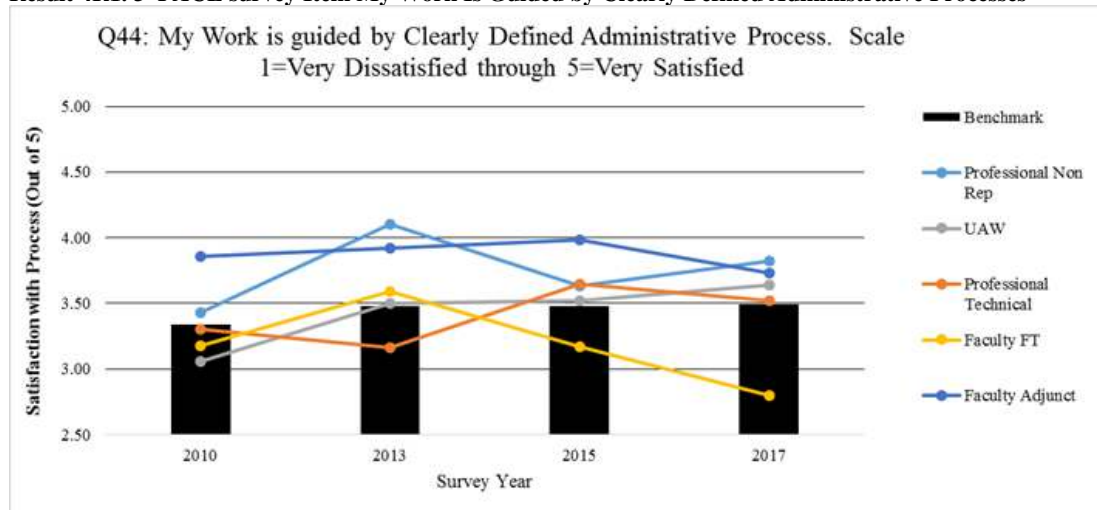
Survey administrations, every personnel classification group has been above the NILIE benchmark. In 2017, only the Professional Technical group fell below the NILIE benchmark, which was a first for this group.

Result 4R1.2 PACE Survey Item-My Job is Relevant to Mission



President's Cabinet is committed to evaluating and updating the Administrative Guidelines. In addition to ensuring they remain relevant, the need to increase awareness of the guidelines was identified by President's Cabinet as an opportunity. Using data that is available through the PACE survey it was identified that the opportunity to improve awareness was greatest among the faculty. See Result 4R1. 3. For the past two PACE Survey administrations, 4 of the 5 personnel classification groups have been above the NILIE benchmark. In 2015 and 2017, only the Full-time Faculty group fell below the NILIE benchmark.

Result 4R1. 3 PACE survey Item My Work Is Guided by Clearly Defined Administrative Processes



4I1 Improvements (I)

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

The following are recent or planned improvements based on the results:

Mission: The BHC Mission statement will not change in the next Strategic Planning Process. It was last modified in 2013 with the addition of “enriches the community.”

Vision: As part of the Strategic Planning Process (See Subcategory 4.2) the Vision Statement will be under review in 2018.

The BHC Administrative Guideline Flowchart outlines the process for new guideline development and revisions. In 2016 President’s Cabinet identified the opportunity to design a process to review and thereby keep Administrative Guidelines current by charting their last review and approval date. They were grouped by last year revised and the adoption of a rolling three year period by which all Guidelines would be reviewed was established by Presidents Cabinet. The results regarding the improved review cycle are presented in 4R3.

4.2 Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision.

4P2 Processes (P)

Engage internal and external stakeholders in strategic planning: Engaging stakeholders is an intentional and integrated initiative of the College’s Strategic Planning Process and occurs in many modalities based on the audience and stage of the planning process. In preparation of the 2015-2017 Strategic Plan, twenty-three focus groups were conducted, engaging more than 175 faculty, staff, students, Trustees, community leaders and partners, retirees, high school administrators, and guidance counselors. Focus group were held at both campuses to ensure broad representation of the College District. (Criterion 5.C.3) Focus group data identifying trends and issues, in combination with internal [SWOT analysis](#), and accompanied by performance on key metrics, formed the basis for the development of the College’s strategic goals.

The College Strategic Planning Committee is charged with the responsibility for guiding the College planning efforts, including Strategic Planning and quarterly reviews of action plans. To ensure the Strategic Planning Process is collaborative and all stakeholders have an opportunity to contribute, committee membership is designed to be broad and includes the president, vice president for instruction & student services, vice president for finance & administration, executive dean, department chairs, Faculty Senate presidents, faculty from both campuses, staff, and students. (Criterion 5.B.3) The Strategic Plan consists of the following elements: Mission statement, Vision statement, Core Values, strategic priorities, goals, and actions. In previous versions key metrics were developed after the plan was created. Upon reflection and for future cycles the development of key metrics will be a standard element of the Strategic Plan. The following steps guide the Strategic Planning Process.

Step 1: Analysis of internal and external environment: The Strategic Planning Committee reviews internal and external stakeholder focus group reports; district characteristics (age, ethnicity, gender, public and private K-12 enrollment trends, workforce characteristics, district economic overview); community perceptions collected through community market research and surveys; student enrollment trends, student retention, persistence and completion rates, and student satisfaction data; graduate satisfaction survey data; financial health; and data describing faculty and staff perceptions of the College environment.

Step 2: Review and revise commitment to the mission and core values statements: The BOT reviews the Mission during its annual Board Retreat and the President communicates any revisions to the Strategic

Planning Committee. The committee reviews the Mission statement and uses it throughout the planning process to ensure the new strategies stay true to the College's Mission.

Step 3: Review Performance: During the review of current key metrics the College considers the performance target and the appropriate benchmark established for each key metric. Benchmarks used include the Illinois Community College Peer Institutions, the National Community College Benchmark Project, and Continuous Quality Improvement Network members.

Step 4: Identify strategic issues: Strategic issues are major questions, issues or challenges facing BHC. The Committee identifies and prioritizes strategic issues based on the analysis of internal and external [environmental scans](#). The 2015-2017 cycle concluded these priorities to be: How can BHC grow enrollment? Grow student completion? How can BHC grow revenue? And how can BHC grow employee engagement/collaboration? They were later re-articulated as three strategic priority statements for the Strategic Plan.

Step 5: Develop strategic strategies and update Dashboard: Strategies are defined as possible ways of moving BHC forward by answering the questions presented as strategic issues. The purpose of this step is to develop possible strategies for addressing each of the strategic issues. Strategies for each issue are developed during the second planning session. They are then articulated as Strategic Plan objectives.

Step 6: Develop action plans and communicate: The outcome of this step is the development of action steps for each strategy identified. These very specific steps/plans are achievable in the first 3, 6, 9, or 12 months of the Strategic Plan year. Action plans are cross-functional/division plans that become AQIP projects or are assigned to a specific division/unit for implementation.

Step 7: Communicate and solicit feedback and revise strategy and/or action plans as necessary: Before the Strategic Plan is finalized the Committee holds two types of feedback sessions. The first is a series of conversations with members of the Strategic Planning Committee and the second is with the employee community. During both conversations the Committee seeks feedback at that time on the questions, "Is the Strategic Planning Committee on target with the strategic issues being put forth? If not, how could they be changed? What strategies, not included, would you suggest pursuing?" For employees not able to attend a meeting a "Dot Fair" is held. During the Dot Fair the plan is visually displayed on the wall for faculty and staff to drop in and comment and cast their vote (placing a color dot sticker) on the strategies and actions they believe are most important. Comments obtained from conversations or through the Dot Fair are then used to further refine and edit the Strategic Plan.

Step 8: Evaluate and re-assess the strategic plan in order to keep the strategic plan front and center: President's Cabinet identifies a rotating calendar of action team reports, holding three to four accountability sessions during each year of the plan. Key leaders are required to report on progress using a standard [Strategic Action Plan Report](#). These sessions, held 3-4 times annually, hold people accountable for action steps that were agreed upon and provide the opportunity to discuss necessary revisions to the plan.

In a parallel process, the Facility Master Plan goals are updated every five years and incorporate the College Mission, Strategic Plan, and Facilities Condition Assessment. The process develops a comprehensive, flexible, long-range plan for effective use and reuse of existing land, facilities, and infrastructure, and explores possible expansion of campus facilities to meet identified shortfalls and possible future needs. With each plan update, extensive conversation occurs with faculty, staff, students and administration to ensure facilities continue to meet the learning needs of students. Additionally the Capital Committee reviews the plan quarterly, prioritizes and recommends capital improvement projects, and allocates resources for prioritized projects and needs that arise in the short-term.

Aligning operations with the institution's mission, vision, values: The Strategic Plan is communicated and translated into action plans that will enable the College to achieve its goals as evidenced by the [Integrated Planning and Budgeting Process](#). This annual cycle begins in January with unit supervisors and

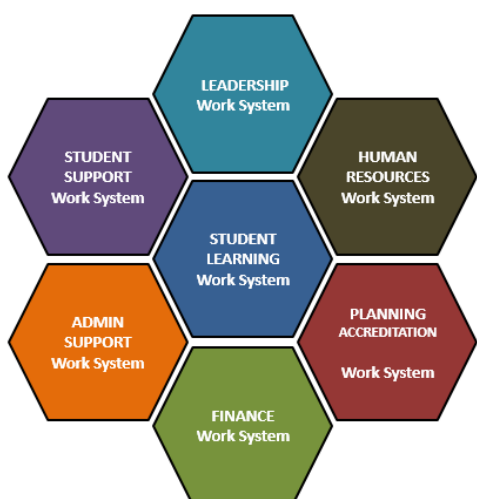
Academic Department Chairs developing annual Unit Assessment plans identifying actions aligned with the Strategic Plan. Unit Assessment plans include goals, objectives, and measurement and achievement targets. Unit Assessment plans are reviewed, approved, and submitted to President's Cabinet with the respective budget allocation request. At the same time, divisions create plans for items that require cooperation among departments within the division and seek input from division and units outside that structure. (Criteria 5.C.1 and 5.C.2)

Each unit's request for a new budget goes through a systematic review process to ensure the maximization and efficiencies of current resources. This occurs first by its respective unit, then the division, and finally the proposal goes to President's Cabinet. PC considers requests and makes final decisions on how to fund based on budget projections for the coming year. Near the end of the planning cycle PC comes together in a retreat to determine the College's overall operational plan.

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency:

BHC operations are aligned through the organizational structure of the College with work cascading up collectively through President's Cabinet. PC meets bi-weekly to exchange points of view on issues of concern to individual constituents, departments, accreditors, Trustees, and internal and external stakeholders. Figure 4P2. 1 shows the PC team that is responsible for the key work processes of:

Figure 4P2. 1 College Work Systems



- Student Learning (Helping Students Learn): Vice President for Instruction & Student Services and Executive Dean
- Student Support (Meeting Student & Other Key Stakeholder Needs): Vice President for Instruction & Student Services and Executive Dean
- Human Resources (Valuing People): Director of HR
- Planning/ Accreditation & Leadership (Planning and Leading): President and Director of Planning & Institutional Effectiveness,
- Finance & Admin Support (Knowledge Management and Resource Stewardship): Vice President for Finance & Administration, Co-Chief Information Officers, and Director of Planning & Institutional Effectiveness
- Quality: Entire President's Cabinet

PC comes together to brainstorm and problem-solve campus issues, personnel, and resource deployment, to ensure the College efficiently allocates the resources

needed to advance its Mission. At the conclusion of PC meetings, "news to share" items are identified with the expectation that PC members share this information within their organizational structure as a means to further the alignment of operations with the institution's Mission, Vision and Core Values.

The systematic process of determining the College's strengths and countering weaknesses and threats begins with the environmental scanning step of the Strategic Planning Committee and continues throughout the year with discussions within President's Cabinet. While the Strategic Planning environment scans provide a long-term systematic approach, flexibility to respond quickly to new and emerging concerns are discussed in President's Cabinet meetings. PC members bring forth concerns regarding programming, student needs, enrollment, governance issues, communication, community relations, and budgetary concerns, for example. These are discussed and strategies developed in the cycles in which an environmental scan is not being conducted.

Creating and implementing strategies and action plans that maximize current resources and meet future needs: The Strategic Plan framework includes the MVCV, strategic priorities and recommended actions. The plan is [cascaded](#) throughout the College using Strategic Plan Action teams and at the departmental level during the Unit Assessment Planning Process. See example in Figure 4P1 3.

Figure 4P1 3 : Unit Assessment Plan Objective showing alignment to two external standards and the College Strategic Initiative

Licensed Practical Nursing Program	
Goal:	National Accreditation: The ADN program will continue to maintain National Accreditation for nursing programs.
Objectives	
ACEN Accreditation	The ADN faculty will continue progress on revising documentation methods for the Accreditation Commission for Education in Nursing (ACEN) Standard 6, Outcomes.
Supported Initiatives	
Standards (1)	HLC AQIP Categories: 1- Helping Students Learn- Program Quality and 6 AQIP Category 6: Quality Overview Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution.
College Strategic Initiatives (1)	
2015-2017 Institutional Strategic Plan: Goal 1 Objective 1:	Develop and measure student learning outcomes at the program level.

. PC reviews the actions and assigns them to the appropriate administrative leadership and establishes a timeline for each team.

Teams use the 8-Step Problem Solving process (1) clarify the problem, (2) break the problem down- size, data collection, (3) set a target for the outcome, (4) analyze the root causes, (5) brainstorm solutions, (6) select a solution and implement, (7) monitor results, and (8) standardize and share successes. Teams report their progress quarterly to the Strategic Planning Committee. During the Unit Assessment Planning Process, departments review the Strategic Plan Goals and associate the objectives to external standards and strategic

initiatives using WEAVE.

4R2 Results (R)

What are the results for communicating, planning, implementing and reviewing the institution's operational plans?

Outcomes/measures tracked and tools utilized: Of particular interest to the College is the collaborative nature of the planning processes and the ability to efficiently integrate the planning processes and accreditation processes. The outcomes tracked include the number of survey respondents indicating they had participated in Strategic Planning and their perception of how well the plan was communicated. Additionally, the planning schedule that integrated processes optimizing effectiveness and efficiency is presented Result 4R2. 3 Alignment of College Planning Processes.

In the spring of 2017, the office of Planning & Institutional Effectiveness (PIE) conducted a survey, via SurveyMonkey, asking about the quality of various services originating out of that office. All department chairpersons, supervisors, and academic advisors were surveyed. Approximately 30% of these individuals completed the survey. PIE reviewed the results of the survey and based on the results adjusted the Departments FY2018 Unit Assessment Plan.

Summary, interpretation of results, comparison with targets/benchmarks: The PIE survey had eight

Result 4R2.1 SurveyMonkey Survey Strategic Plan

PIE Effectiveness Survey regarding Strategic Planning	Agree to Strongly Agree
Over the last 3 years, I have participated in strategic planning by answering a survey, attending a focus group, or serving on a planning subcommittee.	75%
The Strategic Plan is well communicated through out the college	36%
I can name two or more major initiatives in the BHC Strategic Plan	52%
Source: PIE 2017 Institutional Effectiveness Survey	

questions regarding the College's Strategic Planning Process. Three of these questions are highlighted in the following chart. See Result 4R2.1. PIE was encouraged by the percentage of survey respondents stating they had participated in the Strategic Planning Process. The need to improve the communication of PIE services and the Strategic Plan were also a theme throughout the survey responses.

To investigate the broader employee understanding of the college goals, a survey item was included in the PACE survey. Results were not as high as expected and confirmed the opportunity to communicate and broaden the awareness of College Goals and strategic priorities. Result 4R2. 2.

Result 4R2. 2 PACE Survey Item Consensus on College Goals

2017 Pace Institutional Structure Results						
#4 Is there a consensus among Employees about the goals of BHC?						
Professional Non Rep	Professional Technical	UAW	Faculty FT	Faculty Adjunct	Benchmark	BHC Overall
3.18	3.26	3.18	2.94	3.86	3.41	3.14

The Strategic Plan is located [here](#).

The College Dashboard is located [here](#).

Over the past three years the College has become more systematic in aligning the various planning efforts for optimum efficiencies. The current schedule aligns the College's internal planning process with those required by the Higher Learning Commission and the Illinois Community College Board.

Result 4R2. 3 Alignment of College Planning Processes



4I2 Improvements (I)

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

Recent improvements to the planning processes have been focused on broader inclusion of the employee community, the deployment and monitoring of the plan, and creation of integrated annual Unit Assessment Plans supporting budget resource allocation requests.

To keep the Strategic Plan a living document and to keep people engaged with the actions required by the plan, the office of Planning & Institutional Effectiveness facilitated quarterly meetings for teams to report progress using the standard 8 Step Problem solving template to report progress. The Strategic Planning Committee also applies a strategic/operational rubric to each team to determine if actions are maturing to a level that warrants being sustained by the appropriate department versus the Strategic Planning Committee.

With the increase in faculty, staff and community focus group input into the development of the Strategic Plan came a decrease in discussion regarding the Data Book and the performance of the College. Moving forward, the Strategic Planning Process will merge both the qualitative input from focus groups and the quantitative review of the College Dashboard.

Moving forward, the opportunity that presents itself is the increased awareness of the goals and strategic priorities of the College by all constituents and not just those who have been involved or who are responsible for specific actions.

4.3 Leadership

Leadership focuses on governance and leadership of the institution.

4P3 Processes (P)

Establishing appropriate board-institutional relationships to support leadership and governance: The Board of Trustees has the decision-making authority, fiduciary responsibility, and policy oversight for BHC as a publicly elected Board of Trustees. The seven member body is elected by the general public to serve staggered terms of six years each. As elected Trustees, the composition of the Board includes individuals who live, work and pay taxes in the College District. This structure demonstrates that the governing board is knowledgeable about the institution (Criterion 5.B.1), the local and state economy, and issues facing higher education. The current student body elects an eighth trustee. This Student Trustee serves for one year with the annual election and representation alternating between the two campuses. As described in the Board of Trustee Policy Manual, Illinois Compiled Statutes, Chapter 1100 Public Community College Act statutorily establishes the BOT authority and the BOT responsibilities fall into the following five categories: policy making, community relations, personnel and organizational administration, financial administration, and program and curriculum administration.

The policies of the Board of Trustees are detailed in the Board Policy Manual, available at [Board Policy Manual](#).

Establish oversight responsibilities and policies of the governing board: The Board of Trustees reviews its Board Policy Manual during its annual retreat and makes necessary changes to remain in compliance with local, state and federal legislation. To remain informed and responsive, Trustees attend the Illinois Council on Community College Trustee Association (ICCTA) meetings and bring back to the Board as a whole legal updates and potential impact on the College. To ensure full participation in the establishment and/or change of board policy, Trustees must present a Board Report detailing their recommendation and hold two readings conducted at public meetings prior to a vote.

The Board of Trustee's Code of Conduct Policy preserves the responsibility of the Board to govern independent from undue influences of others while maintaining the best interests of the College (Criterion 2.C.3)

Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty: The Board of Trustee policies provide for and establish appropriate board-institutional relationships that support leadership and governance while delegating management responsibilities to the President who then delegates to President's Cabinet members, allowing for the cascading assignment of duties as shown in the [organizational chart](#).

The Board of Trustees maintains the right and responsibility for hiring the chief administrative officer (President) and approves the administrative organization of the College as evidenced by the Board Policy 2.43 Personnel and Organizational Administration and further evidenced by the responsibility given to the President to develop an appropriate administrative organization for the management of the College- [Board Policy 4.40](#) Administrative Organization.

Furthermore the President is responsible for developing guidelines to carry out the express and implied directions of the Board of Trustees policy and creating detailed procedural information to support the Board's policy statements. This procedural information is collected together and included in a publication called the Black Hawk College Administrative Guidelines (AG).

The Black Hawk College Administrative Guidelines serve as the operational standard for Community College District 503, Black Hawk College, and all functions administered by the College. The guidelines follow all policies of the Illinois Community College statutes and apply to all faculty and staff of Black Hawk College. Administrative Guideline Review Process is evidence that the College has procedures in place that engage its internal constituencies in the institution's governance (Criterion 5.B.2). The Administrative Guideline Review Process is described in 4P1.

[Board Policy 2.4](#) addresses Program and Curriculum Administration. Administration and Faculty collaborate on committees addressing academic matters and submit their recommendations to the Board on the establishment of new units of instruction and the elimination or suspension of education programs. (Criterion 2.C.4) The current standing committees are:

- **Curriculum Committee:** The purpose of the Curriculum Committee of the Faculty Senate is to make recommendations to the Senates regarding changes in curricular and course review procedures, ensure compliance with ICCB record-keeping mandates and other issues related to courses and curricula, review proposed course and program changes, additions, and deletions, and report the results of the committee deliberations to the Senates.
- **Academic Planning Committee:** The Academic Planning Committee is composed of the Vice President for Instruction & Student Services, an academic dean, three department chairs representing the Quad-Cities Campus and one representing East Campus, the Adult Education department chair, and the union president. The Academic Planning Committee reviews data relating to the various programs/curricula of the College, enrollment trends, and cost/revenue studies, as well as any other information that could impact a program area, a specific program, or any faculty position within a program area.

Ensuring open communication between and among all colleges, divisions, and departments: Open communication and transparency are important to the College and are evident by its commitment to the open meetings of the Board of Trustees [Board Policy 10.44.3](#). The Board of Trustees' agendas, including all Board Report documents, are made publicly available via the website and on BoardDocs. These standing agendas call for Employee/Public Comment at which time both the QC and East Faculty Senates, Labor Management Council, East Campus and Quad-Cities Campus Student Government Associations, and the general public may address the Board of Trustees.

Open communication among faculty, staff, and administrators occurs through conversations with the President and among President's Cabinet, defined leadership groups, and cross-functional committees. President's Cabinet consists of the Vice President for Instruction & Student Services, Vice President for Finance & Administration, Executive Dean, Co-CIO (ITS) officers, BHC Police Chief, Director of Marketing and Public Relations, Director of Human Resources, and Director of Planning & Institutional Effectiveness. Information that is shared and reviewed at President's Cabinet is identified as "news to share" and is taken back to individual divisions and departments to be shared with staff and faculty during regular staff meetings, division/department meetings, Deans Council, and Instructional Service Council meetings to ensure open communication and delivery of consistent messages throughout the College.

President's Cabinet members attend meetings with other defined leadership groups (Labor Management Council, Faculty Senates) and serve on cross-functional committees (strategic planning committees, Instructional Service Council, Insurance Oversight Committee (IOC) providing channels for multi-directional communication flow with respective constituencies.

The Labor Management Council is comprised of union leadership of the IFT, UAW, Police, Adjunct Faculty, and the non-rep constituency group. The Labor Management Council meets monthly with the President and PC members to discuss labor issues of concern and maintain ongoing dialogue on potential direction for BHC.

The President addresses faculty and staff during Assembly Day and Staff Development Day. In 2016 the President, as a result of a Strategic Plan action to implement monthly presidential employee forums, began conducting "Tuesday at Two," an employee forum covering various topics to facilitate two-way, question and answer communication. Furthermore, President's Cabinet engages in the Marketing and Public Relations processes (4P4) and utilizes the announcement function in myBH, the College portal, to communicate internally and with students. The portal, myBH, acts as a key communication platform as employees are able to post announcements through the portal and target their audiences.

Collaborating across all units to ensure the maintenance of high academic standards (Criterion 5.B.3): Several BHC committees ensure the maintenance of high academic standards as evidenced in the various cross-functional teams listed below that involve faculty, staff, and administration in setting academic requirements and creating processes through collaborative efforts. See Figure 4P3. 1.

Figure 4P3. 1 College Academic Committees

Title	Purpose	Membership
Academic Affairs Committee	To make recommendations regarding academic affairs central to student learning. The committee will consider degree requirements, general education, academic policies and procedures, graduation audits, and academic issues such as academic integrity, academic freedom, and fair use. The Academic Affairs Committee will review student applications for Academic Forgiveness. This committee is also responsible for approving new general education courses. As part of its responsibilities, the committee may assist academic departments with the development of new courses and new degrees or with the revision of existing academic offerings.	The Chair of the Curriculum Committee will be a member of this committee. This committee will include, if possible, at least one representative from each academic department. The Deans of Instruction are invited to be non-voting members of this committee.
Curriculum Committee	To make recommendations to the Faculty Senates regarding changes in curricular and course	The membership of the Committee will reflect the diverse fields of academia at

	review procedures, compliance with ICCB record-keeping mandates, and other issues related to courses and curricula; review proposed course changes, additions, and deletions; and review proposed program changes, additions, and deletions.	BHC. It should include members from departments that offer transfer courses and from those that offer career degrees. The Senates invite the following people to serve as non-voting members of the committee: 1) the Transfer Articulation Coordinator (or his/her equivalent); 2) the Deans of Instruction (or their equivalent); and 3) the Administrative Assistant to the Vice President for Instruction & Student Services, who will serve as Secretary for the committee.
CTE Advisory Committee Examples: Agriculture, Business, Child Development, Computer Information Technology, Criminal Justice, Highway Construction, Music, Nursing, PTA, Veterinary Technology	Career and Technical Education (CTE) advisory committees serve multiple purposes; they provide the College with guidance on course curriculum and program design, information on industry trends and the local labor market, internship sites for students, as well as externship opportunities for faculty.	CTE advisory committees are most often comprised of stakeholders from local business/industry, secondary school faculty and administration, CTE program faculty members and other relevant college personnel, and the LWIA One Stop provider.

Providing effective leadership to all institutional stakeholders (Criteria 2.C.1, 2.C.2): The Board of Trustees is responsible for setting priorities for the College as a whole and is statutorily authorized by the Illinois Community College Act to adopt suitable policies for appropriate governance of the College. Board members gather information by listening, asking questions, analyzing materials, reviewing board reports, and exploring issues cooperatively with Board members, administration, faculty, staff, students, and community stakeholders. As evidenced by [Board Policy 4.30](#) the President serves as chief administrative officer of the College and executive officer of the Board. In this capacity, the President reports and recommends directly to the Board of Trustees. In addition to the College president, BHC provides leadership with cabinet members including the individual offices of the vice presidents for instruction & student services and for finance & administration.

Developing leaders at all levels within the institution: BHC is committed to developing leaders throughout the College and encourages individuals to seek opportunities to develop those skills. Through faculty and staff committees such as the Teaching & Learning Center Faculty Advisory Committee and the Staff Development Committee, employee needs are voiced, heard, and responded to with various development opportunities. Leadership development opportunities for faculty include guidance on becoming assistant department chair, department chair, and faculty senator. Faculty are afforded the opportunity to serve in leadership roles on cross-functional committees such as the SLC, Curriculum Committee or Faculty Senate. Additionally the College partners with the [Quad Cities Professional Development Network](#) (QCPDN) that provides faculty and staff opportunities to advance their knowledge and skills related to teaching excellence, higher education professional/supervisor programs, and professional networking opportunities.

Leadership development opportunities for staff occur through an annual Staff Development Day, supervisor meetings, and QCPDN.

Ensuring the institution's ability to act in accordance with its mission and vision (Criterion 2.C.3): As described in the Board Policy Manual the policies adopted by the Board of Trustees are intended, within the framework of state law, to assert the Mission of the College and establish the commitment of the Board of Trustees to accomplish its Mission. Board policies provide direction to the College staff for establishing programs and formulating procedures for accomplishment of the institutional Mission.

Further evidence of the commitment by the Board of Trustees to act in accordance with its Mission and Vision is the commitment each individual trustee makes once seated as a Trustee. The Board of Trustees Code of Conduct accepted at that time states that in order to make informed, data-driven decisions in accordance with the College Mission and Core Values, they acknowledge they will be involved in and knowledgeable about local educational concerns, and state and national issues impacting education.

Trustees join and attend meetings of the Illinois Community College Trustees Association and Legislative Summits to stay current with legal and ethical responsibilities of a community college trustee.

4R3 Results (R)

What are the results for ensuring long-term effective leadership of the institution?

Outcomes/measures tracked and tools utilized: The College reviews the employee perception of how effective leadership is with communicating clearly, interacting effectively with internal constituents, and whether leadership remains focused on meeting student's needs. Additionally, it tracks the number of Administrative Guidelines that have gone through the cycle of review and update.

During 2017 the College experienced significant reductions in financial support from the State of Illinois and declining enrollment. With fewer resources, difficult and sometimes not well received, decisions were necessary to keep the College focused on its Mission. The timing of the 2017 PACE survey was one week after the announcement of faculty and staff layoffs and the closure of one academic program. President's Cabinet recognizing continuous improvement doesn't only occur during the good times but also during the difficult times forged forward with the PACE survey. The survey results provided the leadership the opportunity to stay open to, and aware of, problems and concerns within the College.

Summary, interpretation of results, comparison with targets/benchmarks: To further investigate the perceptions of employees regarding the organization of the College, communication mechanisms and leadership effectiveness the College administered, for the first time, a series of questions on the PACE Institutional Structure subscale. Professional Non Rep employees were most satisfied with leadership's ability to communicate a clear sense of purpose with how leadership interacts with internal constituents.

Result 4R3 1 Pace Survey Institutional Structure

2017 Pace Institutional Structure Results							
Survey Questions	Professional Non Rep	Professional Technical	UAW	Faculty FT	Faculty Adjunct	Benchmark	BHC Overall
#5 Are the Leaders of BHC Communicating a Clear Sense of Purpose?	3.74	2.91	3.11	2.57	3.67	3.48	3.03
#6 The Leaders of BHC Effectively Interact With the Internal Constituents.	3.47	2.80	3.13	2.63	3.55	3.25	2.98
Source: PACE Survey Institutional Structure Subscale Report							

A PACE Survey questions asking employees about the extent to which the College's administration focuses on the needs of BHC students. Only the professional non-rep group was above the NILIE benchmark in 2017. In fact, the other four personnel classifications all showed decreases of between 8% and 23.2%. For the 2013 and 2015 PACE survey administrations, four of the five personnel classification groups were above the NILIE benchmark. In 2015, only the Full-time Faculty group fell below the NILIE benchmark

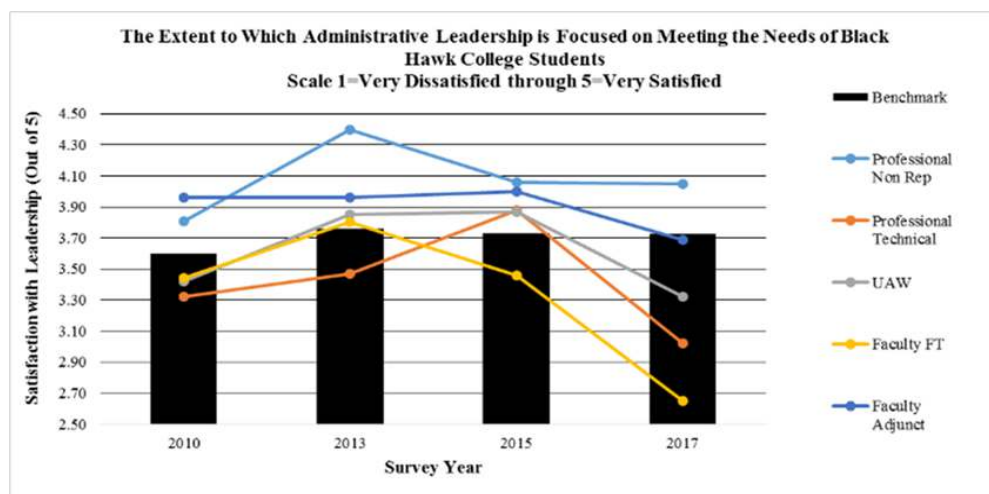
A metric being tracked to keep Administrative Guidelines current is the length of time between reviews. In less than one year President's Cabinet went from having 75% of the Administrative Guidelines with a review date older than 3 years to only 30%. See Result 4R3 3

4I3 Improvements (I)

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

Result 4R3 2 PACE Survey-Leadership Focus on Student Needs

Because the College continues to experience declining enrollments and the State of Illinois is entering its third year without a state budget, it is believed more difficult decisions are forthcoming. To



increase the involvement of the employee community in making recommendations to Cabinet regarding future decisions the Vice President for Instruction & Student Services working with the Union President reactivated the District Academic Planning Committee with the intent of engaging more faculty in the decision making process

As a result of feedback from faculty indicating they were not aware of how declining enrollments were affecting their specific discipline the PIE office now shares enrollment registration reports by discipline on myBH, the College Portal. Previously these reports were only shared with academic leadership.

Result 4R3 3

Administrative Guideline Review & Updates			
Last Approval			
Date	9/8/2016	3/29/2017	5/22/2017
2002	4	4	0
2005	3	3	0
5006	2	2	0
2007	7	7	0
2009	14	14	2
2010	3	3	2
2011	5	5	5
2012	4	4	3
2013	4	4	3
2014	5	5	4
2015	10	10	10
2016	7	9	27
2017	0	0	8

Target: Reviews conducted on 3 year rolling basis

4.4 Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities.

4P4 Processes (P)

Developing and communicating standards: BHC committed to developing and communicating legal and

ethical standards for behavior as evidenced by the BOT approved core value of Integrity which has the following definition: *We will strive to be trustworthy and honorable in our interactions with others; we do the right thing even when it is not popular or easy. We will strive to be consistent with our values regardless of the presence or absence of audience.*

The intent of this core value is woven throughout several BOT board policies within its Governance Process including [Section 4.53 Conflict of Interest](#), [Section 4.56 Ethics](#), and [Section 10.44.9 Conflict of Policies](#), and Code of Conduct for Trustees item # 2. *I shall avoid any conflict of interest or the appearance of impropriety which could result from my position, and shall not use my Board membership for personal gain or publicity.*

As with all the Core Values, Integrity is communicated to all new employees through the Employee Orientation process, Administrative Guidelines, annual Performance Review process, employee contracts, and handbooks. Integrity, along with the other Core Values, is featured on the website and displayed prominently across campus on the core value posters.

Training employees and modeling for ethical and legal behavior across all levels of the institution: New Employee Orientation includes review of the Employee Handbook, College policies, Administrative Guidelines regarding ethics and professional behavior. Training and legal updates on topics such as diversity, harassment, FERPA, and appropriate computer are required annually.

While supervisors have the responsibility for modeling the standards they expect of employees and reinforcing the Core Values, President's Cabinet creates the climate for adherence to those beliefs. When complex issues arise, guidance is vetted through the leadership team, the Director of Human Resources, Director of Risk Management, and, when necessary, outside experts, including legal counsel. Legal counsel is on retainer to provide legal advice about issues as they arise.

The College operates financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff. (Criterion 2.A):
Examples of processes/activities that result from the foundational core value of Integrity in the areas of financial, academic, and personnel are detailed in

Figure 4P4. 1

Figure 4P4. 1 Core Value -Integrity -Examples of Processes/Activities

Organizational Function	Operational Activities Sub Processes related to Integrity	Communicated
Financial	<ul style="list-style-type: none"> Annual Financial Audits of financial statements by independent external auditors 	<ul style="list-style-type: none"> Monthly Financial Statements BOT Reports Annual Budget – Website Annual Budget Audit Website Financial Procedures Manual
Academic	<ul style="list-style-type: none"> Academic Dishonesty Policy and Procedures, Faculty Handbook, Tutoring, Library resources 	<ul style="list-style-type: none"> Student Handbook, Faculty Handbook, Program specific course requirements (1P5)
Personnel	<ul style="list-style-type: none"> BHC Hiring processes utilizes NEOGOV for unbiased application processing BHC is an equal opportunity/Affirmative Action Employer and as evidence in Board Policy 5.71 has an Affirmative Action Plan policy. 	<ul style="list-style-type: none"> BHC website BHC Website Faculty Handbook myBH Portal for employees

	<ul style="list-style-type: none"> • Director of HR and Director of Risk Management develop and monitor mandatory trainings and process for both academic and non-instructional areas • New Employee Orientation • Required training for all Employees • Computer Security & Appropriate Use • Identified Hazardous Chemical Training • Sexual Misconduct/Title IX Training • Procurement Training for use of PCards authorized users 	
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BHC established an anonymous Ethics Hotline and this vehicle may be used to report anonymously concerns of possible fraudulent, dishonest use, or misuse of College assets and resources. Concerns may be submitted by fax, a toll free telephone Ethics Hotline, via email to reports@lighthouse-services.com, or online at www.lighthouse-services.com/bhc. There has been one concern reported to the College since 2015.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (Criterion 2.B): BHC adheres to all state and national reporting requirements and publishes required information on its website. Specifically the Student Right to Know webpage available at [Students Right To Know](#). The website contains information such as the student handbook, accreditation, academic calendars, academic program requirements, cost of attending, payment procedures, campus crime reports, Drug-Free Schools and Community Act, Computer Security and Responsible Use Policy, athletic participation, and voter registration information. Academic program accreditation information is available at [Accreditation](#).

The BHC Marketing and Public Relations Process is the primary process used to make information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships, readily and clearly available for all constituents. This process is available to all employees and accessible through four centralized online order entry processes found in the College portal, myBH. College employees access these tools at times when it is necessary to communicate and or update information to the public with regards to programs, requirements, enrollment, costs to students, control and accreditation relationships. Furthermore the Marketing and Public Relations Process requires that the web master conduct an annual review of all publicly posted web pages to ensure information is up-to-date and consistent with the brand standards established by the College and the Higher Learning Commission. (Criterion 2.B)

The four sub-processes are: Marketing Job Request Form, Public Relations Request Form, Announcement Request Form and the Website Update Request Form.

Marketing Job Requests follow this process and result in published materials such as the College Catalog, course schedules, program brochures and flyers.

1. Requests are submitted mainly through the online order entry tool and prioritized according to deadline, complexity, and resource availability.
2. Project is reviewed and formatted for accuracy and consistency with the College brand standards.
3. College Catalogs, course schedules with content regarding program descriptions, credits, and course information is initiated, reviewed and approved by Registrar, Deans, and Vice President for Instruction & Student Services.
4. A proof of the project is generated.
5. Proofs are vetted through appropriate staff depending on the nature of the project.

6. Final proof is approved by project owner/requester.
7. Project is forwarded for processing (i.e., posting announcements to myBH, released to media, printing/publishing and/or website updates).

Requests for public relations, announcements and website updates follow steps 1, 2, 5, and 7.

Figure 4P4. 2 Communication Tools

Communication Tools		
External Website	External communications	https://www.bhc.edu
Public Meetings	Board of Trustees meeting notices, agendas and minutes are posted for public viewing.	http://www.bhc.edu/board
Catalog	College Catalog is revised and published annually in print and online. Catalog Supplement, published bi-annually, contains new program and changes to course descriptions that have been made since the Catalog was originally published.	http://www.bhc.edu/catalog/
Other Communication	BHC uses a variety of communication modes depending on the audience and scope of project. Direct mail, College website, radio, cable TV, media outlets, posters, flyers, College publications such as the PaCE continuing education publication, internal TV monitors, mobile device, geofencing, and wall displays are all examples of tools utilized to present the College to the public. All modes are monitored for brand standards and clarity through the Marketing and Public Relations Process.	

4R4 Results (R)

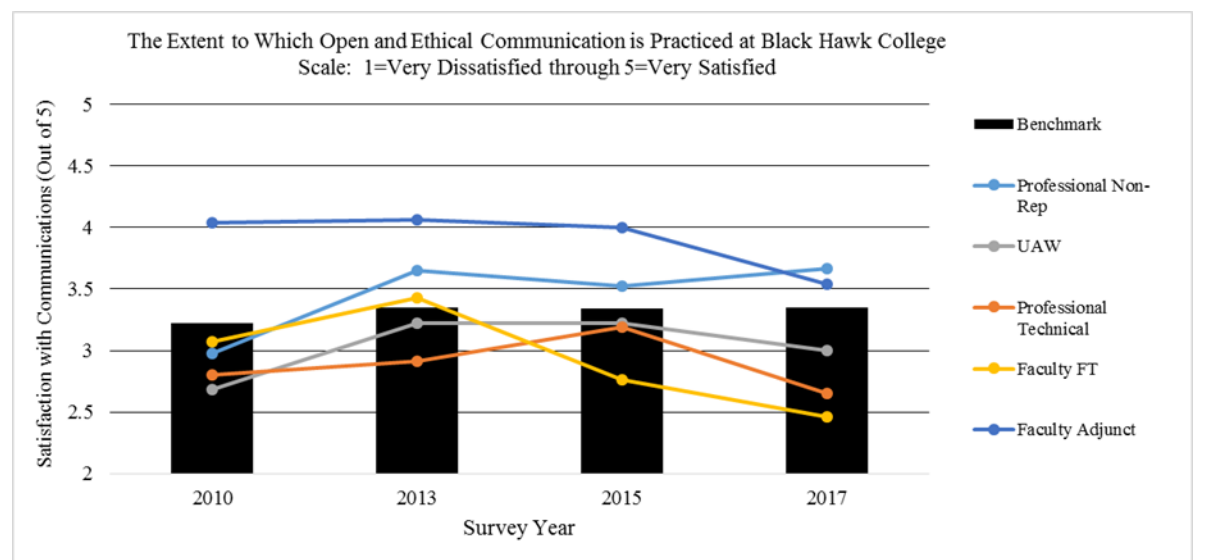
What are the results for ensuring institutional integrity?

Outcomes/measures tracked and tools utilized: BHC using PACE tracks the employee perception on open and ethical communication. Student complaints are another method by which the College reviews how faculty and staff meet expectations in this area. The data are not systematic collected and analyzed to examine trends.

Summary, interpretation of results, comparison with targets/benchmarks: Black Hawk College has received the Government Finance Officers Association Distinguished Budget Presentation Award annually since 2009

Tracking open and ethical communication among employee groups, the College tracks a PACE Survey questions asking employees about the extent to which open and ethical communication is practiced at BHC. For both 2015 and 2017 PACE survey administrations, the professional non-rep and faculty adjunct personnel classification groups were above the NILIE benchmark. On the contrary, the full-time faculty personnel classification group reported a 27.8% decrease in their satisfaction between the 2013 (when they were above the NILIE benchmark) and 2017 survey administrations.

Result 4R4. 1 Open & Ethical Communication



4I4 Improvement (I)

What improvements have been implemented or will be implemented in the next one to three years?

In today's technological age, maximizing use of the College website and social media outlets and maintaining an active and engaging online presence is a strategy that is cost effective and provides around the clock accessibility, convenience, and credibility. The current website was launched in April 2011 after a year-long process of evaluating resources and benchmarking other higher education websites. The BOT acknowledged that the website would need to be updated every three to four years to remain relevant to the community. Due to budget constraints the commitment by the College was to update content and find small efficiencies in the process. After monitoring the data that indicated a significant increase in the volume of traffic to the website coming from mobile devices, the College determined in 2016 the need to make improvements that allowed the website to be responsive to mobile devices. Using an 80/20 analysis, the Marketing and Public Relations department analyzed the top 20% of high volume pages and the lowest volume traffic pages to prioritize and design a new website. Furthermore focus groups and interviews conducted with faculty, staff and students collected data to be used in the redesign process. The redesigned website is targeted for launch in July 2017

CATEGORY FIVE: KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP

Knowledge management and resource stewardship addresses management of the fiscal, physical, technological infrastructures designed to provide an environment in which learning can thrive.

Introduction

Since joining AQIP, the infusion of continuous quality improvement into Unit Assessment Planning, Program Review and overall decision making, the College has experienced an increase in the request for and use of data for planning and decision making. The implementation of the Data Warehouse, stability of staff in the office of Planning and Institutional Effectiveness, and use of technology have improve processes for collection, analysis and sharing of data and information. These processes are considered aligned as they are systematic and repeatable, are evaluated at varying stages of implementation and there is coordination and communication regarding how to use the data to align with institutional goals and strategies. *Ad hoc*

data requests are managed and prioritized based on decision making needs that inform AQIP Action Projects, Strategic Planning initiatives, Unit Assessment Planning, Program Review, and the evaluation of programs and services.

The annual Unit Assessment Plan integrated with the Budget for Objectives process are well documented, explicit, repeated and an example of systematic processes in the area of operational effectiveness. The College's budget and financial operations are systematic, well-documented and shared through the College.

Another example is the Master Facilities Planning Process that has resulted in several facility expansions since 2014. The Quad Cities Campus has a new Health Sciences building, while the East Campus has a Welding and Skills Trade Center and a Veterinary Sciences building. Currently, the College is participating in bond funding to renovate existing facilities in the current footprint to serve the educational needs of the diverse student body.

Part of the bonding process provides incremental (annual) funds for upgrading technology. While bonding is used for essential technology upgrades, the College has also been constrained by budget limitation and uses the strategy of waiting until software versions are announced and they will no longer be supported before upgrading. Another challenge facing the College is the availability of qualified information technology employees attracted to the Quad Cities region. The pool of applicants for the database administrator position and previous searches for the Data Warehouse administrator have been extremely small and consequently difficult to fill. Despite these difficulties, there have been increased efficiencies experienced in the management of and operational effectiveness garnered through technology.

During the last three years, the College went from semi-monthly pay to bi-weekly pay to ensure compliance with IRS standards. Due to union contract language, several union groups chose to keep bi-monthly pay, creating separate pay systems based on employee group yielding a total of 50 payroll cycles within the institution. At the same time, efficiencies were gained by implementing the existing Banner software module allowing for electronic leave time and timesheet recording and approval.

Although the results in this category are systematic, the College does not yet analyze results at all levels or track performance in all areas. It has been observed there is often disconnect between data and the decisions being communicated at various levels of the College. The College has the opportunity to reinforce, emphasize, and hold leadership accountable for turning pieces of data into information, and information into knowledge (teaching leadership to think analytically, to see patterns, and identify performance metrics) so as to gain understanding (undertaking useful actions), and ultimately achieving wisdom (connecting the data to the problem, solutions and to defining the impact).

5.1 Knowledge Management

Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution.

5PI Processes (P)

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making: BHC has access to a significant body of data and information as well as internal capacity to select, organize, analyze and share data and information resulting from an AQIP Action Project: Develop and implement academic analytic tools to support decision making and student academic success (Data Warehouse). Data are now used regularly in Strategic Planning, enrollment planning, and master facility planning, annual Unit Assessment Planning and budgeting to mention a few aligned processes. With the implementation of the Data Warehouse the amount of data that has become available to administrators, staff and faculty has grown exponentially over the last two years.

The first method for selecting and organizing data and information needs is externally driven. These measures include federal mandates and compliance requirements, such as the Integrated Postsecondary

Education Data System (IPEDS) reports; Illinois state mandates and compliance requirements, such as the ICCB's (Illinois Community College Board) state reports; institutional and program accreditation requirements; grant-reporting requirements; and Freedom of Information Act (FOIA) requests.

The second method used by the College is through the communication of internal priorities established by the President and/or the Board of Trustees, and strategic and enrollment plans. These measures form the basis of the College Strategic Performance Dashboard. BHC utilizes a Strategic Performance Dashboard approach to track performance and link performance to three strategic priorities and their respective measures. Within those three strategic priorities are nine objectives and 26 actions spanning over three years.

The Dashboard, first implemented in 2007, was developed to better use data and information to make improvements and manage institutional effectiveness and was benchmarked against Northwest Missouri State University and St. Luke's Hospital. Current cycle information is updated as it becomes available and immediate past performance going back four years is displayed for trend analysis.

In the fall of 2013, the office of Planning and Institutional Effectiveness (PIE), Information Technology Services (ITS), and the Student Banner Database Administrator (SBDA) collaborated on a process to organize the many internal data and information requests made by College departments and employees. The Institutional Data/Support Request Form was created and made available to employees through the College's portal, myBlackHawk. Data and information requests are forwarded electronically to the appropriate unit (PIE, ITS, SBDA) and the progress of those requests are tracked through the resolution of the request.

The SBDA handles requests focused on current-year student data, longitudinal data is handled by PIE, and ITS staff handles requests that will become regular reports. In the summer of 2014, the College added the Data Warehouse Administrator to the Institutional Data/Support Request Form for those requests that could be generated using the Data Warehouse.

Data requests are prioritized in the following manner:

- First, is the data required for meeting regulatory requirements of federal, state, and local governmental entities, and/or accreditation bodies?
- Second, is the request for academic assessment or institutional effectiveness data to support process improvement in an AQIP action team or planning and decision-making of a specific unit and is it clearly documented in WEAVE aligning to a Unit Assessment plan and the College's Strategic Plan?
- Third, is the request going to be used to improve the effectiveness and efficiency of a department or unit?

Another process driving the collection and organization of data is the ICCB Program Review process. (1P3, 2P1) The office of Planning & Institutional Effectiveness collects data on student enrollment, student characteristics, success, and persistence, completion at the course and program-level and instructional costs. Non-academic department data reviews include data and performance information such as process effectiveness, staff, student utilization of services and Unit Assessment outcomes. As with academic Program Reviews some data is routinely collected while other information is collected using the Institutional Data/Support Request or by the departments themselves.

The College has a four -pronged approach to the timeline for analyzing data and performance information: on an ongoing basis, annually, every three years in alignment with the Strategic Planning Process, and every five years in alignment with Program Review. Time-sensitive data such as enrollment information is reviewed on an ongoing basis and daily during the registration periods. Annually, data is analyzed during the Integrated Planning and Budgeting Building Process so units have performance data to drive decisions

on Unit Assessment plans. As with the Institutional Data/Support Request Form, data is analyzed as part of an *ad hoc* data request.

There are several channels through which the College shares data and information to support planning, process improvement, and decision-making such as email, monthly reports to the Board of Trustees, published documents such as the Fact Book, annual budget, consumer report card, quick facts, and *ad hoc* reports on survey results. Data collected and prepared for individual department Unit Assessment Planning and or Program Review are shared through the WEAVE system. Financial data and procedures are shared through the Financial Procedures Manual. The purpose of the manual is to provide employees guidance on various financial processes such as travel reimbursement, submitting a purchase requisition and ensuring compliance with internal and external policies and regulations.

One of the critical and time-sensitive pieces of information is enrollment numbers during every registration period. While these reports were reported via email to President's Cabinet, deans and department chairs, feedback from faculty members indicating they did not know the status of enrollment lead the office of Planning & Institutional Effectiveness to post enrollment and student demographics on the College portal. This information is used for planning and decision-making for departments and, because enrollment growth drives revenue growth (a strategic priority), it is important that faculty and staff have access to this information. The portal also contains the current Fact Book, survey results, various reports, Program Reviews and the College Dashboard.

Determining data, information, and performance results that units and departments need to plan and manage effectively: The College determines data, information and performance results that units and departments need to plan and manage effectively in three ways. First strategic initiatives are assigned to a department or unit to manage and report performance quarterly. These data are determined by the College Strategic Planning Committee and form the basis of the Performance Dashboard.

Academic administration identifies effectiveness measures for academic programs such as enrollment, student retention and completion rates, course fill rates and revenue to cost of instruction. Data on these measures are provided to departments. Results are used as part of academic Program Reviews and beginning in 2018, the program-level assessment plan. Each department working collaboratively with the supervisor, Dean, and President's Cabinet member, determines metrics that are important to the management and assessment of effectiveness. The Vice President for Instruction & Student Services has identified a 2018 goal for class fill rates. Each department reviews its data on course capacity, fill rates and class schedules to plan for the coming year.

Additional determinations are made at the department level. For example, Student Services with the implementation of mandatory advising, collaborate with the office of Planning & Institutional Effectiveness to collect and analyze data to improve student retention (fall-to-spring), persistence (fall-to-fall), and completion. Beginning in Fall Term 2015, students with fewer than ten credit hours and enrolled in a college-level program would have a "Hold" placed on their accounts, restricting their ability to register for Spring 2016 courses. This group defined the Fall 2015 Mandatory Advising Cohort. In order to have the "Hold" taken off their accounts, they were required to meet with an academic advisor. While the College already tracks and benchmarks student retention, persistence, and completion using the National Community College Benchmarking Project (NCCBP) definitions, this project collects and analyzes data on a control group, students in the mandatory advising cohort and the College student population as a whole.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements: In order to improve the reliability and availability of data, information and performance results for administration, faculty and staff, in 2009 the College identified, the need to create a comprehensive student tracking and data management system that would allow the College community to

make decisions based upon information that is current and reliable. This need became one of the College's first AQIP Action Projects. Between 2009 and 2013, the College selected a vendor, ZogoTech, which specialized in Data Warehouses for community colleges. Staff who daily work with the data including the office of Planning & Institutional Effectiveness, Information Technology Services and Banner student database administrator, organized, established business rules, and analyzed for accuracy the data brought into the Data Warehouse. By 2013, the Data Warehouse was made available to employees on a multi-year roll out plan beginning with student services personnel, next academic deans and administration, and third the BHC employee community.

Since 2013, the College has systematically educated College administrators, faculty, and staff on how to use the Data Warehouse, as well as, solicited feedback on determining the data and information needed to make informed decisions for their respective areas. Currently, there are 80 employees with access to the Data Warehouse.

In addition, the College's Data Warehouse Administrator works directly with the vendor, ZogoTech, to ensure the Data Warehouse is available for use by the College community. The Data Warehouse Administrator daily reviews the performance of the warehouse nightly refresh process to ensure data are available. The College ITS Department monitors the security and integrity of the data. ITS established rules the vendor follows for the nightly extract, transform and load process. Additionally the Data Warehouse administrator follows ITS and PIE protocols to inform the users of new features, releases and elements added to the warehouse. Users' access a help desk feature of the system to identify data needs not currently brought into the warehouse. These needs are reviewed and prioritized based on cost of implementation.

As the Data Warehouse has improved and matured, the College has made data and information from additional external sources readily available through the Data Warehouse. For example, in order to assist faculty and advising staff, data from the National Student Clearinghouse is imported semi-annually allowing employees to view a student's entire academic history in one convenient location-the Data Warehouse. In addition, directors of non-instructional areas and their respective staff who record interactions with students can now access those interactions via the Data Warehouse.

During the Strategic Planning Process, the Strategic Planning Committee receives a Data Workbook that contains several categories of data and information presented to administration, faculty and staff. For the Student Characteristics and Student Progress sections, the Data Warehouse is used to provide the data needed to explain the College's current state of affairs in these areas.

Another method the College uses to make data, information and performance results readily and reliably available is WEAVE. The College uses the online software product WEAVE to manage the Program Review Process, the Unit Assessment Process, and Credentialing.

College employees responsible for completing a Unit Assessment plan are required to identify goals, objectives, measures and performance targets. These data are either determined by the individual department or are requested using the Institutional Data/Support Request Form. Data is then made available through the Data Warehouse and/or extracted to a pdf file and uploaded to the respective WEAVE Unit Assessment plan.

The Finance Division receives *ad hoc* requests for information related to student billing and payment information, vendor contract award results, and institutional revenue and expenditure amounts at various levels. These *ad hoc* requests are often received from Board of Trustee members, administrators, budget managers, prospective suppliers, and community members through the Freedom of Information Act (FOIA) process administered by the Marketing and Public Relations Department. In addition to these *ad hoc* requests, the Finance information system provides users with on demand data utilized for decision-making and budget management purposes. The Finance Division also provides budget managers with unit financial

performance results annually as part of the Budgeting for Outcomes Process. This information allows budget managers and administrators to review financial performance for the previous year as well as current year-to-date results and assists with developing budget requests for the upcoming fiscal year.

Figure 5P1. 1 Data Sources and Utilization

Data/Report	Use/Purpose	Strategic Alignment/Dashboard Supported	Plan Distribution
Illinois Community College Board (ICCB) Data Submissions	Mandatory reports for ICCB and IPEDS. Organize, analyze, and share data and information.	Student Success; Enhance Student Support Services Benchmarked against State and ICCB-determine Peer Group.	Executive summaries of state reports shared with President's Cabinet and Board of Trustees Available through myBH employee portal
National Community College Benchmarking Project (NCCBP)	Select, organize, analyze, and share student data and information, including grades, retention, persistence, and completions. Used in Program Review, Unit Assessment plans and Strategic Planning	Student Success; Enhance Student Support Services Benchmarked against NCCBP contributing institutions.	Benchmarks used in all standard data shared on College Dashboard, Program Review, <i>ad hoc</i> data requests President's Cabinet and Board of Trustees; academic deans, supervisors, and faculty and staff Available through Data Warehouse, WEAVE, myBH employee portal
Survey of Entering Student Engagement (SENSE) (administrated every even numbered year in Fall term)	Analyze and share student engagement data. Used in Program Review, Unit Assessment plans and Strategic Planning	Enhance Student Support Services Benchmark against other SENSE community colleges.	President's Cabinet, Board of Trustees academic deans, supervisors, faculty and staff. Available through WEAVE, myBH employee portal
Noel-Levitz Student Satisfaction Inventory (SSI) (administrated every odd-numbered year in Fall term)	Analyze and share student importance and satisfaction data. Used in Program Review, Unit Assessment Plans & Strategic Planning	Enhance Student Support Services Benchmark against SSI National means.	President's Cabinet, Board of Trustees academic deans, supervisors, faculty and staff. Available through WEAVE, myBH employee portal

<p>Personal Assessment of College Environment (PACE)</p> <p>(administered every odd-numbered year in Spring term)</p>	<p>Analyze and share employee satisfaction data.</p> <p>Used in Program Review, Unit Assessment plans and Strategic Planning</p>	<p>Recruiting, developing, and retaining diverse and talented administrative leaders, faculty, and staff</p> <p>Benchmark against National means.</p>	<p>President's Cabinet, Board of Trustees academic deans, supervisors, faculty and staff.</p> <p>Available through myBH employee portal</p>
<p>National Student Clearinghouse's Subsequent Enrollment for Previously Enrolled Students/Transfers Out</p>	<p>Analyze and share student transfer data and information.</p> <p>Used in Program Review, Unit Assessment Plans & Strategic Planning</p>	<p>Enhance Student Support Services</p>	<p>Academic Deans, Supervisors, Faculty and Staff</p> <p>Available through Data Warehouse</p>
<p>Illinois Community College Board (ICCB) Program Review</p>	<p>Mandatory report for ICCB. Select, organize, analyze, and share student data and information, including demographics, retention, persistence, and completion.</p>	<p>Develop and measure Student Learning Outcomes at the Program Level</p>	<p>Deans, Supervisors, Faculty and Staff</p> <p>Available in WEAVE</p>
<p>Unit Assessment plan and Budget Building Process</p>	<p>Select, organize, analyze, and share student data and information, including student demographics, program characteristics, and financial viability.</p> <p>Used in Budget Building & Unit Assessment plans</p>	<p>Create Opportunities for Internal Collaboration</p>	<p>President's Cabinet, Board of Trustees academic deans, supervisors, faculty and staff.</p> <p>Available in WEAVE</p>
<p>Weekly Registration Reports</p>	<p>Select, organize, analyze, and share registration data and information, including credit hours, headcount, and student demographics.</p> <p>Used in Course Scheduling Building, enrollment management, and recruiting processes</p>	<p>Further Develop the Enrollment Management Plan by Marketing Academic Programs to Post-High School age Prospective Student Segments</p>	<p>President's Cabinet, Board of Trustees academic deans, supervisors, faculty and staff.</p> <p>Available through myBH employee portal and email pushed out to administration, deans and department chairs.</p>

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes: The College takes the accuracy, reliability and security of its knowledge management systems and related processes seriously, as evidenced by the [Board of Trustee Policy 8.90](#) and its corresponding [Administrative Guideline 4-2: Computer Security and Appropriate Use](#). The College's commitment to taking all reasonable measures to protect its information resources and ensure these resources are used for their intended purpose is articulated in these policies and procedures that cover the protection of automated information and information resources against accidental or unauthorized disclosure, modification or destruction, as well as to assure the security, reliability, integrity and availability of information at the College. Training is required within the first 30 days for new employees, new student employees and newly seated Board of Trustee members. Current employees, student employees, emeriti, and Trustees are required annually to complete the training and be certified with a passing score of 80% or above. Failure to comply with these requirements will result in passwords and/or access and/or physical devices being locked until the certification is received.

Employee requests for data access must be submitted through the department/supervisor using the ITS Request Form documenting and authorizing level permissions to systems such as email, VPN , SARS , Data Warehouse, and Banner. Release of information follows [FERPA](#) and Freedom of Information Act ([FOIA](#)) government regulations. Access to public records may be requested online or through the College FOIA office by email or mail.

Banner (an Ellucian product), the College's ERP System, is current with all its releases. In order to ensure it provides accurate data and information in a reliable and secure environment, the College relies on the Banner Support Group. The Banner Support Group is comprised of Banner Administrators (employees responsible to the various modules of Banner) and other heavy users of Banner. Banner Support Group has cross-functional representation for student, finance, human resources, payroll, registration, state reporting, Data Warehouse, financial aid, flexible registration, bursar, and information technology. The main charges of the Banner Support Group are to increase communication of shared information between members of the group on issues related to Banner and to create and communicate a master calendar of "down" days in order to reduce the amount of inconvenience to employees and students. During these "down" days, Banner is taken offline to perform Banner updates and patches, improve security, and perform any routine maintenance. Additionally, the team discusses the timed schedule of work occurring during a "down" day, and assists in fixing issues preventing releases or other scheduled actions from not occurring. With the release of new software versions, the team organizes and assigns testing requirements to ensure the reliability and accuracy of each module impacted. This collaborative approach minimizes down time and avoids disruption in service from foreseeable hiccups.

5R1 Results (R)

What are the results for determining how data, information and performance results are used in division-making processes at all levels and in all parts of the institution?

Outcomes/measures tracked and tools utilized: Black Hawk College tracks a number of institutional and individual unit outcomes/measures at intervals that meet the need of reviews that occur during Strategic Planning, annual Unit Assessment Planning and *ad hoc* research basis supporting Program Reviews, Unit Assessment and other College projects. Data are collected and analyzed regarding the number, type of *ad hoc* data request coming through the Institutional Data/Support Request process, the percentage of state reporting requirements that are met on time and the extent to which employee perceive data is shared throughout the College.

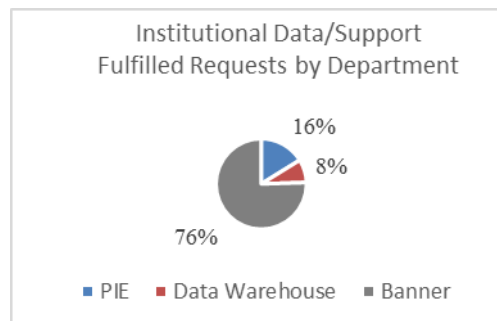
Summary, interpretation of results, comparison with targets/benchmarks: Black Hawk College, in 2017 received full Recognition by the Illinois Community College Board. Recognition is a statutory term describing the status of a district with meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board. Community colleges must be recognized

to be eligible for state funding. Based on a five year cycle, ICCB staff conducts recognition evaluations to assure the College is in compliance with these standards.

The data solution used by the College is Banner by Ellucian. A number of other software programs assist in the tracking of information, data and performance results. However the directive of the College is all official data regarding students, finance, payroll and financial aid is managed through Banner and “shadow systems” are not encouraged without the knowledge and guidance from the Information Technology Services (ITS) Department.

The Data Warehouse has been a recent and successful tool for improved efficiency and sharing of data and information. The College has more than 80 users, predominantly Student Services personnel, and will be focusing on rolling out the tool to more academic department chairs, deans and administrative personnel

Result 5R1.1 Data Requests Fulfilled



Result 5R1.2 Data/Support Request Close Rate

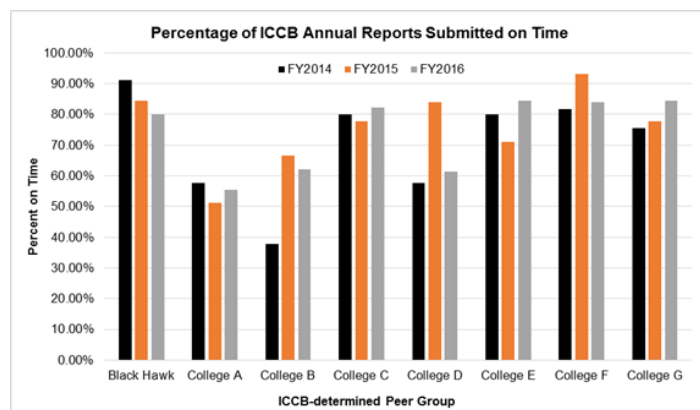
Status	2013	2014	2015	2016
Opened	29	299	264	190
Closed	29	284	255	183
Remain Open	0	14	6	3
Cancelled	0	1	3	4

over the next two years. When evaluating the tool and training provided, survey respondents have indicated the efficiencies realized have included running reports on targeted groups of students, using the warehouse to scrub data and find potential errors, quickly being able to view a student’s academic record, courses and classes taken elsewhere when advising individual students, searching for alumni information and creating lists of students

meeting specific criteria.

One feature of the Institutional Data/Support Request Form is the ability to monitor the timeliness and reliability of the data and information requests. See Result 5R1.1. For each data and information request, there is the following fields: created date; target complete date; and actual complete date. Based on these three dates, the Institutional Data/Support Request Form uses a color-code system to identify any request not fulfilled as of the Target Complete Date. Since the Fall of 2013, approximately 828 requests have been processed using the Institutional Data/Support Request Form.

Result 5R1. 3 Annual Report Submitted On Time



In order to maintain recognition status with the Illinois Community College Board (ICCB), the College reviews its annual percentage of state reports submitted on time to the ICCB. See Result 5R1. 3.

5II Improvements (I)

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

While BHC recognizes these data support process efficiency, the College

does not have a systematic process to “close the loop” to examine and determine that the data are used in decision-making and drive continuous improvement.

During 2016, the College reviewed and updated the Computer Security and Responsible Use Administrative Guideline 8.90 as part of the Administrative Guideline review cycle (4P1). This guideline supports Board Policy and provides details on what is acceptable use of the College’s computer infrastructure, focusing on security. Beginning in the fall of 2016, all current employees are required to complete training on an annual basis and new employees are required to complete the training within 30 days of their employment start dates. Employees must pass the training with a score of 80% or higher and submit a signed certificate. Failure to do so will result in computer account privileges being removed until a pass score has been achieved. The ITS Department administers the training.

In order to share data and information needed by all employees, the College uses myBlackHawk as its primary source for sharing information regarding policies, practices, forms, upcoming events, and employee news. In 2016, the College added video streaming, a new feature to myBlackHawk, video streaming. Now, employees, with access to the proper technologies can make videos, which may be used to communicate vital information to all members of the college community.

For example, the College’s Data Warehouse Administrator created videos on how to use the Data Warehouse. The office of Planning & Institutional Effectiveness created a video which instructs employees on how to administer the SENSE survey. The President has “Tuesdays at Two” talks videoed and these recordings allow employees to view at a time more convenient for their schedules. Faculty can tape lectures and post them to myBlackHawk or Canvas, in order for students to watch at their leisure.

5.2 Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations.

5P2 Processes (P)

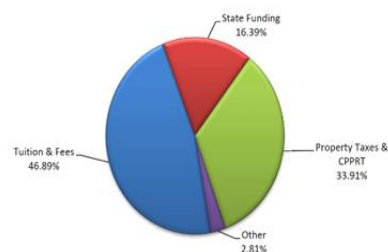
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)

The College’s fiscal, physical and technological infrastructures are each managed by an administrator who reports to the President of the College. The Vice President for Finance & Administration is responsible for accounting, financial services, and purchasing; long-range financial planning; development and maintenance of qualified finance staff and a financial program for effective management of resources and support programs; facilities and grounds management, risk management, and construction, and bookstore operations. The Co-Chief Information Officers are responsible for information technology hardware and software services including data integrity, security, user support, database administration and telecommunications.

The primary process for maintaining and supporting the operations of the College is the funding process that includes the utilization of the following three revenue sources: tuition and fees, state funding and property taxes which includes Corporate Personal Property Replacement Tax (CPPRT). These three sources comprise approximately 97.2% of total revenues as depicted in Figure 5P2. 1. The remaining sources of revenue, 2.81% include the following: interest income, facility rental, federal grant sources, customized training, contingency, and other sources.

Tuition and Fees comprise approximately 46.89% of the overall operating revenue received. Black Hawk College in-District tuition rates have increased annually by an average of 7.1% from FY2007 to FY2017. The College continues to maintain the lowest tuition rates in the community when compared to nearby community colleges and four-year colleges and universities.

Figure 5P2. 1 FY2017 Total Revenue for Operating Funds



State Funding for operating funds is primarily received through two programs: the ICCB Equalization Grant and the ICCB Credit Hour Grant. These two programs account for approximately 96% of the total state funding received by the College. The remaining 4% of state funding is received through various state grants.

Property Taxes and CPPRT- Property taxes are levied each year by the College on all taxable real property based on each property's Equalized Assessed Property Value (EAV). Assessed values are established annually by each of the nine counties located within the District.

Other processes that support operations include policy set forth by the Board of Trustees regarding fund balance, fund accounting, department specific operation management tools and the Facility Master Planning (FMP) process. Regarding policy, keeping in compliance with [Board Policy 4.57](#) Fund Balance, the College maintains an Unrestricted General Fund Ending Fund Balance of an amount between seventeen (17) and twenty-five (25) percent of budgeted expenditures in these funds. This amount shall be considered a "target" and may fluctuate from year to year depending on financial condition and needs of the College. The College Board Policy requires adopting a plan, if the Ending Fund Balance falls below the target range, to replenish the Ending Fund Balance within two (2) years. In the event that the Ending Fund Balance exceeds the target range, the College shall first, allow the President to expend the excess funds on capital expenditures upon recommendation from President's Cabinet, and second, review additional investment options that would allow the College to earn a greater rate of return.

The College utilizes Fund accounting to demonstrate legal compliance and to aid financial management by segmenting transactions related to certain functions or activities. Examples include:

- Bond and Interest Funds- The Bond and Interest Fund is the debt service fund of the College and is established by Section 3A-1 of the Illinois Public Community College Act. This fund accounts for payment of principal, interest, and related charges on any outstanding bonds. Debt service for each bond issue must be accounted for separately using a group of self-balancing accounts within the fund. Black Hawk College currently has three groups of self-balancing accounts for the College's three outstanding bond issuances.
- Capital Projects Funds- These are used to account for revenues and expenditures specifically associated with the acquisition, construction or improvement of facilities.

In addition to the funding processes described above, maintaining and supporting the operations of individual Departments include initiatives such as:

- Computerized maintenance management systems. One such system, [SchoolDude](#), allows employees to submit work orders describing maintenance issues. The Facilities Department then assigns the work orders and monitors the status through this system.
- When new hardware and or access to existing software is necessary, supervisors submit an [ITS Request Form](#) documenting needed technology resources.
- Employees may submit to the Capital Committee a [Capital Request Form](#) proposing new equipment, furniture and other major expenditures supporting instruction and other operations that are not included in the operating budget. Upon the budget manager's approval, the request is routed to the Capital Committee for consideration. The committee meets on the first Monday of each month to review capital needs. Items in excess of \$5,000 are considered for funding. Members consist of the President, vice presidents, Co-CIO (ITS), Director of Operations at EC and Facilities Superintendent at QC.

Facility Master Plan (FMP) is an ongoing occurrence for the College with a formal plan revised and submitted to the ICCB. By ICCB guidance, BHC is required to submit a FMP every five years. BHC submitted a FMP in October 2013 and updated the plan in the summer of 2016 in preparation for a December 2016 bond issuance. The FMP development process includes employee representatives across

the College and community members. Focus groups of students, community members, and faculty and staff in individual departments are invited to fact- finding and brainstorming sessions with the architect facilitating the discussion. Information is then discussed with the Steering Committee (SC) comprised of two BOT members, administration, facilities staff, ITS, Police and faculty. This process results in a prioritized list of projects and was the justification for the College's most recent \$29.5 million Series 2017 bond issuance in January 2017.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3):

As described in 4P2, Strategic Planning is the primary process for setting BHC strategic direction consistent with the College Mission. To help connect operational functions with these strategic priorities, individual units during the Unit Assessment Planning Process indicate with which strategic priority their unit objectives align. At the institutional-level,

the Budget Building Process continues to focus on the following budget priorities: achieving a balanced operating budget, strategically aligning financial resources with Unit Assessment Planning, adequately funding academic programs and services, and maintaining acceptable fund balance levels.

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2): The Integrated Planning and Budgeting Process is the primary mechanism by which resources are annually allocated. Two seemingly parallel processes, Unit Assessment Planning and Budget Building Process, come together to inform President's Cabinet through the Integrated Planning and Budgeting Process. Under the guidance of the Vice President for Finance & Administration budget assumptions are identified and budget guidelines, worksheets and instructions are distributed to departmental budget managers. Budget managers are responsible for reviewing current and trend data on the unit's performance data as they establish their next year Unit Assessment plan and corresponding budget request. The supervisor/dean and respective PC member review requests prior to submission. PC reviews the requested temporary budget to ensure alignment with College resource needs, strategic goals and resource availability. After careful deliberation a tentative budget is developed and shared with the Board of Trustees. Budget meetings are conducted at each campus with faculty, staff, and students attending, and the budget is put on public display in May. The Board of Trustees formally adopts the budget in June following a public budget hearing.

5R2 Results (R)

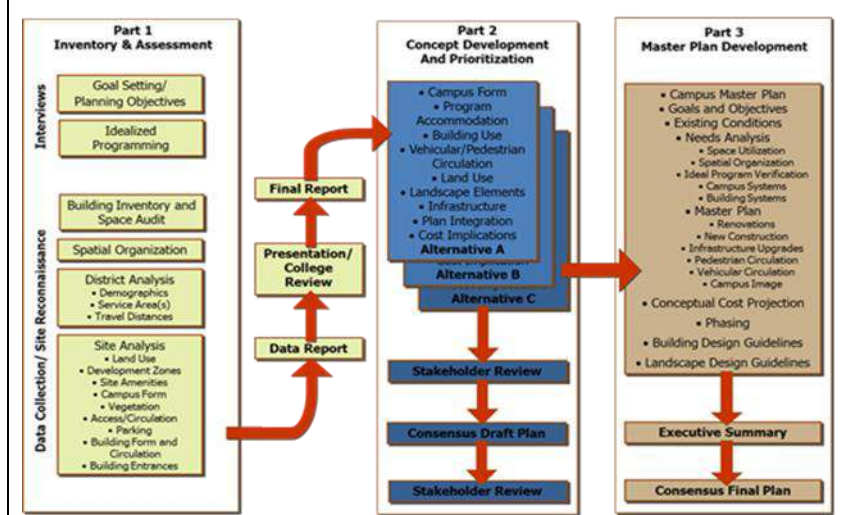
What are the results for resource management?

Outcomes/measures tracked and tools utilized: The most critical outcomes tracked include the Composite Financial Index, Fund Balance, and ITS Audits.

Results 5R2. 1 ITS Audit

Serious	Medium	Low	Total
63% improvement	9% improvement	30% improvement	21% improvement

Figure 5P2. 2 Master Facility Planning Process



Summary, interpretation of results, comparison with targets/benchmarks: Overall the 2016 ITS Audit showed an improvement over the 2014 audit. See Results 5R2. 1. As indicated by the performance on the 2016 audit the College is becoming more secure in its practices and policies regarding information technology software and infrastructure. The graph below indicates the percent of change from 2014 to 2016 audits.

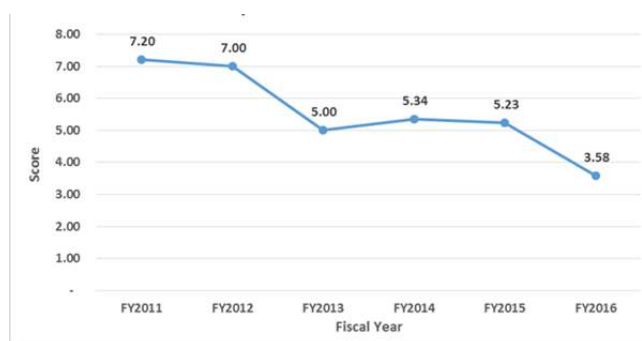
The College operates with integrity in its financial functions and continues to remain “Above the Zone” for the past six years in its Composite Financial Indicator Score. See

Results 5R2. 2 The Higher Learning Commission evaluation table refers to the Composite Index of 1.1 to 10.0 as “Above the Zone” and requires no Financial Panel Review. In light of the State of Illinois budget impasse and while the Index has declined, the College remains financially stable.

Keeping in line with Board Policy, the College Fund Balance has remained within the target zone of 17-25%. See

Results 5R2. 3. The projected 8.40% fund balance will not occur as the College will implement action to reduce expenditures in the event the state does not provide further funding.

Results 5R2. 2 Total Composite Financial Indicator Score



Results 5R2. 3 Fund Balance

Fund Balance		
Target: 17% - 25% of Operating Fund Expenditures		
Status:		
•FY15	35.50%	June 30, 2015 audit report (actual)
•FY16	22.50%	June 30, 2016 audit report (actual)
•FY17	19.00%	Projected with \$3.6Mil from state
•FY18	19.10%	Projected with \$3.6Mil from State
•FY18	8.40%	Projected with \$0 from State & \$0.0Mil in reductions
•FY18	17.00%	Projected with \$0 from State & \$2.5Mil in reductions

Source: Finance Audit and Projected Budget

5I2 Improvements (I)

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

IT Audit results are shared with the College President and presented to the Board of Trustees in closed session. Remedial plans and results are documented, and plans are also noted in WEAVE Unit Assessment Plans.

5.3 Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future.

5P3 Processes (P)

Building budgets to accomplish institutional goals: BHC combines planning and budgeting to assist units in developing budgets consistent with their Unit Assessment plan and strategic priorities. Every budget manager reviews his/her respective programs, services, and resources, and submits an updated Unit Assessment plan and corresponding budget request necessary to meet unit, departmental and institutional

strategic performance priorities. All budgets are reviewed by the respective President's Cabinet member prior to being submitted to the Finance Office. The Finance Office is responsible for developing the temporary budget, which is reviewed by the BOT prior to being put on public display. Once on public display, the budget is available to any interested party for 30 days and final approval is made by the BOT.

These planning processes ensure the College has resource allocation processes well defined and deployed to support educational purposes.

Monitoring financial position and adjusting budgets (Criterion 5.A.5): The primary processes for monitoring the financial position occur both at the level of the Board of Trustees and by individual budget managers. Budget managers monitor spending throughout the year using Finance Self-Service. They are responsible for monitoring spending, anticipating concerns and addressing them in advance.

Consistent with the [Board Policy 2.44](#): Financial Administration, the BOT monthly reviews and ratifies expenditures including payroll, accounts payable in the education, operations & maintenance and auxiliary funds, restricted funds, and restricted operations and maintenance. Included in that Board Report is a report on accounts payable checks written greater than or equal to \$5,000. Additional reports reviewed by the BOT include expenditures paid to preferred vendors and through the use of procurement credit cards. The Finance Division prepares the Financial Operations Report (FinOps) and presents it monthly to the Board of Trustees. This report communicates the financial operations of the College as compared to previous year and is used by the Board of Trustees. The report contains information regarding general fund revenues/expenses, monthly and year-to-date data, cash position, grant reporting, state monies, insurance monitoring, and capital project expenses.

The Finance Division prepares and monitors projections and salary savings that enable the College to forecast actuals based on last year's expenditures. Both of these reports provide information that impacts decision-making regarding position control, and, if warranted, the need to conduct additional analysis and/or budget adjustments to ensure the College does not exceed its annual budget.

Maintaining a technological infrastructure that is reliable, secure, and user-friendly: The Information Technology Services (ITS) Department oversees the technological infrastructure of the College and is organized around seven teams. These teams (Admin Systems, Server, Network, Help Desk, Desktop, Phones and Audio Visual) working in unison is the College's strategy for insuring the technological infrastructure of the College is reliable, secure and user-friendly. They are responsible for the key processes of refreshing equipment through the bonding cycle, managing risks through various technology audits, and providing technical assistance through the Help Desk. In addition the ITS department is responsible for keeping the ERP system reliable, secure and user-friendly in coordination with the Banner Support Team.

The College's ERP system, Banner (by Ellucian), includes student academic, billing, and financial aid subsystems as well as financials and HR/payroll. Web-based self-service tools allow registration, payments, viewing grades and transcripts, entering grades, balancing/building budgets, payroll time/leave entry/approval, and viewing paystubs and W-2's. Maintenance and security processes are handled in a team approach. Each subsystem (Student, Account Receivable, Financial Aid, Finance, Payroll, Human Resources) has a departmental functional person designated as the Banner Administrator (BA). The BA requests security access for the subsystems, and monitors and requests ERP software patches and releases. The Database Administrator (DBA) reviews the requests, and either accepts/schedules or rejects/returns to the BA for further review/discussion. The DBA receives information on user removal from a variety of sources, including a weekly report from HR and ITS Request Form forms submitted by the supervisor. In addition, the DBA conducts an annual security audit of Banner access to ensure data is secure and reports findings to ITS management. The DBA ensures currency of database tools and processes by regularly reviewing Ellucian supported versions and interdependencies. Customized programming requests submitted by a BA are reviewed, approved, and scheduled for programming and initial testing by the Administrative Systems Manager. All software is first installed or applied in a testing area by the DBA.

Banner Administrators (BA) coordinate testing within their areas and coordinate with other BAs for testing integrated processes, where testing outcomes are pre-determined and shared, and data validity is verified. Once testing is complete and approved by the BA, the BA approves and signs-off prior to the software being scheduled to be installed/applied to the live production environment. Federal compliance, state and other mandates, College process needs, and other factors are considered at all phases of software maintenance. A wider team approach is used when scheduling large or multiple software releases; this is done within the Banner Support Team's monthly meetings.

The College uses bonding as a source of revenue to update the technology in the classrooms as well as faculty / staff offices and supporting infrastructure. ITS develops a Technology Master Plan for potential bond funds by reviewing College needs related to age of equipment, Unit Assessment Plans and Strategic Plans. Refresh cycles are dependent on type of equipment and follow industry standards for replacement, currently at least once every 5 years. The plan is reviewed with the VP for Finance and the President.

Information technology risks are managed through access controls, automated alerts to system malfunctions, redundancy and physical access control. Regular review, approval, and documentation of changes to software and hardware minimize the risk that changes will have negative impacts on other information technology systems. Automated patching and periodic security scans ensure that all computers on campus are operating current and secure software. Frequency was benchmarked in early 2016 by assessing similar Illinois community colleges' cycles. The most recent audit was performed in late 2016 by an independent outside auditing firm and included the principal audit components of internal and external security testing and a review of management policies. The College intends to conduct an information technology audit every 2-3 years. A social engineering test was added this year due to the growing concern presented in articles and on security websites and other information security sources about how employees act to safeguard information and technology assets. The test served to assess employees' awareness of and compliance with policies and procedures.

ITS Help Desk goal is to make hardware and software user friendly by providing employees who need technology assistance with a resource by calling or emailing 5555. The Help Desk team provides technical support for numerous issues related to software and hardware such as assistance with passwords, classroom and lab computers, error messages and many other related issues and problems. If an issues cannot be resolved verbally the Help Desk will extend remote access to any computer on campus and when necessitated send a technician out to assist.

Figure 5P3. 1 Data Security and Access

Area/Data Secured	Security Components
Primary Data Center	Restricted physical access via card access system, security cameras, controlled environment via fire suppression, redundant HVAC, redundant power (UPS and generator), and automated notification of anomalies.
Secondary Data Centers	Restricted physical access via key entry, controlled environment, redundant power, automated notification of anomalies.
Off-campus access	Redundant firewalls, Virtual Private Network (VPN) connectivity, redundant Internet connections at Primary Data Center.
On-campus access	Segmented traffic by secure/non-secure using Virtual Local Area Networks (VLAN).
Individual access	Documented account creation and password reset procedures.
Audits	Penetration testing and social engineering conducted biannually by external firm. Daily log review and automated notification.

Data backups	Backups performed according to pre-defined schedules and replicated off-site.
Cloud based email and messaging system	Microsoft Office 365 is the College email system. If a disaster occurs, email and messaging would still be accessible.
Cloud based LMS	Canvas is the Learning Management System and would most likely be unaffected by a disaster. Authentication is performed locally and the system would be available once that priority-level service is restored.
Document Management System	Launched in 2015, Banner Document Management System holds scanned and indexed documents and is part of the data backups. Secure access is available online, providing efficiencies, and another source of information in the event a disaster occurs whereby paper documents are destroyed. Finance is now live, and Enrollment Services is in process.

Maintaining a physical infrastructure that is reliable, secure, and user-friendly: The Vice President for Finance and Administration is responsible for maintaining the physical structure including facilities and grounds. Within this division the Superintendents at each campus monitor timely responses to work maintenance requests, electricity, water, heating, ventilation, and safety.

The College maintains a Police Department comprised of 21 sworn trained peace officers and provides protection 24/7/365 at all College owned locations. The Police Department is responsible for the detection and investigation of all criminal activity at College facilities, conducts daily review of activity and crime trends and coordinates prevention resources and programs with student services. Furthermore the Department monitors and maintains security assets such as fire alarm, fire suppression systems, secured data center, card access systems, key control and the I.P. camera system.

Managing risks to ensure operational stability, including emergency preparedness: The College has multiple processes in place to manage risk. These are coordinated through collaboration between the office of Risk Management and the College Police Department. The Board of Trustees' commitment to establishing processes to manage the physical, legal, operational, political, social, economic, and cognitive risks associated with programs and services offered by the College is evident by [Board Policy 8.92: Risk Management](#). The corresponding Administrative Guideline 6-7: Risk Management and Risk Management Plan further evidence its importance. The Risk Management office provides an Enterprise Risk Management program that protects the College's valued assets and resources from financial and physical loss due to potential risks, known or unexpected. The Risk Management Department is committed to providing a safe workplace for employees and safe premises and operations for students and the community. The Risk Management Plan is reviewed annually and updated as needed by the Director of Risk Management per Administrative Guideline 6-7. The Risk Management Plan allows for the identification, evaluation, consideration, financing, and management of all types of institutional risk.

The Employee Safety Committee is comprised of nine members representing both campuses and each employee group within the College. The committee takes a proactive approach to identify safety issues and implement solutions to prevent injuries from occurring. Data and trends are reviewed and analyzed. The committee also works towards completing two new safety initiatives/projects each year. Monthly workplace safety tips are developed by committee members and included in the employee newsletter.

The NSE (Natural Science and Engineering) Safety and Hazardous Waste Committee is comprised of Science faculty, Science lab technicians, and Risk Management representing both QC and EC Campuses. It addresses safety concerns specific to the NSE Department. The committee developed and now annually reviews and updates a Microbiology Biosafety Manual, provides input for updating the Chemical Hygiene Plan, and maintains standardized classroom safety sheets and training.

Risk Management, in cooperation with College departments completes or ensures completion of the following tasks, records results, communicates deficiencies, develops corrective action plans, and follows up to ensure completion. Corrective actions to deficiencies are incorporated into daily plans using Schooldude. Examples include painting clearance lines around fire extinguishers at the Welding and Skilled Trade Center and incorporating walking working surface regulations into the Facility Master Plan. Ongoing assessments by the office of Risk Management include:

- Inspections (facility, eyewash stations, safety showers, ladders, exit lights, emergency lighting, Personal Protection Equipment (PPE), fire extinguishers) per OSHA regulations.
- Assessments (hazard, walking working surfaces, risk assessments) per OSHA regulations.
- Audit (safety audits, asset audits, Worker's Compensation Audits, internal audits) as needed. Maintains asset inventory management system and completes weekly updates.
- Investigations (accidents/incidents reports, ethic hotline, concerns brought forth from internal or external stakeholders) as needed.

The BHC Police Department has responsibility for enforcement of laws and ordinances at all College sites. It maintains an emergency response plan for the protection of lives and property during an emergency through effective use of College and campus community resources.

The BHC Police are responsible for the detection and investigation of all crimes that occur on the campuses and facilities the College occupies. The Department facilitates the Campus Emergency Response Plan with annual evaluation and tabletop exercise as part of the Illinois Campus Security Enhancement Act.

To ensure students, faculty, staff and administrators remain diligent with safety and security resources the Police Department conducts trainings on active shooter, fire and emergency evacuation drills, all-hazards emergency training and drills and campus security authority training. New in 2017, to the hosts of trainings is access to FEMA emergency courses conducted in concert with developing the Emergency Response Plan for the College.

The key to successfully managing both emergency and day-to-day operational incidents revolves around making informed decisions and having the right systems to communicate quickly and effectively. The BHC Police use a variety of electronic and print media to convey alerts and action plans, to the College community, that can be invaluable in an emergency.

Prior knowledge and education are vital in a real emergency when seconds matter. Through postings on the department Facebook page, the department relays safety tips and important phone numbers as well as information concerning road closures and construction zones that may be a hazard or cause delays or parking issues. The College emergency notification system, Everbridge Aware, notifies the community and the media via phone, text, or email within seconds of an emergency.

The College Emergency Response Guide is available to all employees and details guidance regarding severe weather, explosion, hazardous materials, power outage, fire, shooting incident, medical emergency and suspicious packages.

5R3 Results (R)

What are the results for ensuring effective management of operations on an ongoing basis and for the future?

Monthly the BOT reviews the [Construction Update Report](#) presented by the Vice President of Finance and Administration.

The Budget document can be found [here](#). The College received the Certificate of Achievement for Excellence in Financial Reporting (CAFR) from the Government Finance Officers Association (GFOA) for the fiscal years 2009, 2010, 2011, 2012, 2013, 2014 and 2015. In addition, the College has received the GFOA Distinguished Budget Presentation Award for fiscal years 2009, 2010, 2011, 2012, 2013, 2014, 2015

and 2016. This document is submitted to the BOT for approval, then forwarded to the ICCB. BHC has received the Government Finance Officers Association of the United States (GFOA) Distinguished Budget Preparation Award since 2009.

The BOT ratifies the [monthly expenditures](#) of the previous month in accordance with Board Policy. The report also includes payroll expenditures, accounts payable ledger for checks written greater than or equal to \$5,000. Additional data provided to the BOT includes [Purchase Card Dashboard](#) and [Financial Operations Reports](#).

The ITS Department reviews the staffing and effectiveness of its Help Desk by analyzing the number of ITS tickets opened and the number/percent closed.

Results 5R3. 1 ITS Help Desk Tickets Resolved

ITS Help Desk	2014	2015	2016	2017
Tickets	(1/1 - 12/31)	(1/1 - 12/31)	(1/1 - 12/31)	(1/1 - 2/28)
# Opened	8301	7759	7199	1592
# Closed	8294	7743	7132	1513
Remaining Open	7	16	67	79
Percent Closed	99.92%	99.79%	99.07%	95.04%
Source: ITS Help Desk				

The goal of the equipment refresh cycle is all equipment will be refreshed at least once every five years. Due to significant funding reductions and low enrollment, ITS has not reached this goal and

prioritizes existing resources on equipment most likely to impact student learning.

One of the Safety Committee projects was implementing an Incident Report, which was rolled out in July 2015. This report is used to communicate any incidents that happened that did not result in an injury but could have. The Risk Management Department and the Safety Committee investigates each incident report filed and implements corrective action. Therefore, placing the focus on preventing accidents.

NSE Safety and Hazardous Waste Committee authored and implemented the [Microbiology Biosafety Manual](#) in March 2016. This Manual sets district standards for safety within the Microbiology labs and prep rooms. This district wide committee worked to implement a standardized safety sheet for each science discipline. The standardize safety sheet reinforces the same safety measures no matter who the instructor is. Adherence to these safety measures ensures consistency and prevention for faculty and students.

The Annual Security Report (ASR) summarizes safety and security programs, College policies pertaining to safety and security, sexual misconduct policies, violence in the workplace policies and drug and alcohol policies. There is a yearly collection and release of crime statistics for reported crimes on campus and at certain non-campus locations defined by Cleary geography.

5I3 Improvements (I)

Based on the results, what process improvements have been implemented or will be implemented in the next one to three years?

The Banner Document Management system was launched July 2014 (see 5I2). The Finance division was the first to implement and is fully functional, having over 70,700 documents. All College-credit student documents (Enrollment Services) beginning April 2016 reside in the system, plus older documents for currently enrolled students are being scanned in after being pulled from student folders rather than re-filing. Student documents are nearing 52,000. The Financial Aid area is next on the implementation schedule with a proposed “go live” date in 2019.

The College first developed the Crisis Intervention Team in 2002 with an Administrative Guideline 4-13 reflecting the College’s commitment to providing a mechanism to respond to a crisis event. This

Administrative Guideline was updated in 2007 and again in 2009. The 2017 evaluation of the Guideline determined that the Crisis Intervention Team (CIT) was reactionary in its focus to address a crisis at hand and the opportunity for the College was to develop a proactive approach to identifying potential issues/concerns. A collaboration among the Police Department and student services disbanded the CIT team and transitioned it to a proactive approach that will identify potential issues/concerns through a Behavioral Intervention Team. The core members include: Chair of Counseling (Chair), Chief of Police, Dean of Student Services, Title IX investigator, and Allied Health and HPE faculty. The Behavioral Intervention manual and new Administrative Guideline are being authored and are under review with an anticipated implementation in the fall of 2017.

Over the next three years the College will continue to improve upon the Risk Management Plan and per FEMA best practices, a comprehensive Business Continuity Plan will be developed.

Regardless of measures taken to secure systems, data breaches can and do occur. The College has been advised by the auditors and insurance company to develop a Cybersecurity Response Plan, categorizing the types of potential breaches and outlining activities and communications in response to each. As protecting confidential and sensitive data remains a top priority, President's Cabinet will take the lead overseeing the creation of the plan, with ITS and Risk Management collaborating.

An opportunity identified by the College is to continue plans and outlines for restoring individual IT systems. However, expanding that to include a comprehensive, written plan covering multiple systems restoration. Moving forward, the ITS department will be securing input from the user community and PC in order to identify critical College processes and systems and establish priority order. A requirement of the plan is it will need to be fluid to allow for procurement backlogs or other unexpected delays, and take the College calendar into account.

In response to the Campus Security Enhancement Act, BHC now has an all-hazards, National Incident Management System (NIMS) complaint Emergency Operations Plan that is reviewed and tested annually. Through the testing and review process, the College has identified training needs for specific administrators and key stakeholders. This training is currently in process at various levels and is provided by Federal Emergency Management Agency resources. The objective is to form a centralized organizational structure standard (Incident Command System or ICS) with individuals having the skills and competencies needed to manage emergencies and to staff the Emergency Operations Center. Utilizing ICS, the College will work more effectively with the first responders in the community.

CATEGORY SIX: QUALITY OVERVIEW

Category Six focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated and how they contribute to improvement of the institution.

Introduction

Incorporating AQIP into the culture has been a slow process. Overcoming the perception of continuous improvement is "just additional work," coupled with mixed results from previous attempts at implementation have contributed to this slow adoption. However, it is observed that some departmental initiatives and some institution-wide initiatives mirror continuous quality improvement methodologies and are able to achieve the outcomes of improved service, quicker response rates, improved efficiencies, and improved student performance. While these same individuals and departments are applying continuous quality improvement tools to their Unit Assessment Plans, and Program Reviews, they do not have an urgency or understanding that documenting the improvements in a systematic way has value nor have evaluations of processes and outcomes been conducted on a regular basis. The opportunity to increase

employees metacognition around project management and process improvement practices is a future improvement identified by the College.

The processes and results for continuous quality improvement are described as reactionary. There have been significant improvements in the alignment of AQIP initiatives, Action Projects, external feedback reports, and Strategy Forums into the Strategic Planning and Unit Assessment Planning Processes. Additionally, the participation and collaboration at Faculty Assembly Days and Dot Fairs are encouraging, a sign that the college community is increasing its awareness of the impact AQIP on the institution.

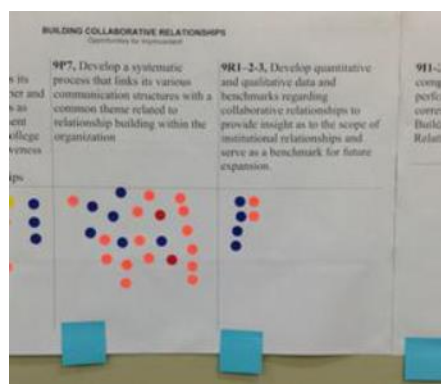
Opportunities are still significant in that the College has yet to institute a formal project management framework. The framework will aid in the management and success of AQIP Action Projects, by permeating the awareness, use, and value of using quality tools. This will be aided by the development of a CQI training module to be incorporated into the Employee Learning Modules (3P3). These opportunities are intended to aid the College in overcoming the challenge that some employees still think of AQIP as busy work required for accreditation.

6.1 Quality Improvement Initiatives

Quality Improvement Initiatives focus on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1 Processes (P)

Selecting, deploying, and evaluating quality improvement initiatives: Improvement initiatives are selected at both the institutional and department level. Institutional initiatives are selected through the Strategic Planning Process (4P2), and through the AQIP Systems Appraisal Dot Fairs. Processes at the institutional level include the broadest representation of employee and students. Instructional and non-instructional departments choose improvement initiatives through the Unit Assessment Planning Process (4P2) with the input of department faculty and/or staff.



Improvement initiatives identified as a result of the Systems Appraisal are reviewed at college wide Dot Fairs. The Systems Appraisal Feedback Report is made available to the College community at large. Opportunities are on display, in a large room, where poster boards highlight the opportunities from the Systems Appraisal Feedback Report. In an “open house” environment faculty and staff view and discuss with members of PC and the Strategic Planning Committee the opportunities, and their implications and vote using colored dots for those important but not critical, and those most critical for the College to address. The Dot Fairs also celebrate strengths. Poster boards highlighting the strengths are stationed near the cookies and refreshments. This

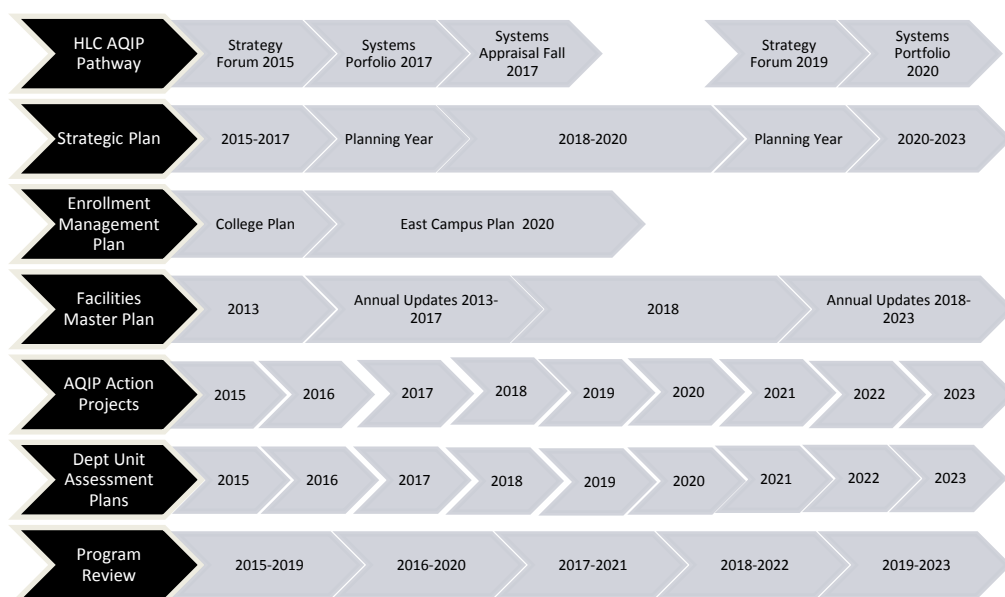
selection process was well received after the 2013 Systems Appraisal and will be repeated again in 2017. This quality tool (Dot Fair) was benchmarked after the University of Indianapolis. The intent of the Dot Fair is to keep faculty and staff informed about AQIP and to solicit faculty and staff feedback in the prioritization of the opportunities presented in the Systems Appraisal.

The Strategic Planning Committee identifies Action Projects necessary for the College to achieve its strategic goals and objectives. These Action Projects may/or may not be submitted as AQIP Action Projects. However, they are managed in a similar format, following the same format and using the same tools. This is an intentional strategy in the College’s quest to build continuous quality improvement into the culture of the College. It has at times, however, created confusion over the value and importance of AQIP Action Projects.

The Unit Assessment Plan is designed for each department to identify improvement initiatives driven by their Program Reviews, department assessments, student feedback and overall performance. The process is supported by WEAVE and follows project management principles. Unit Assessment Plans are reviewed by the respective supervisor and PC member. If the proposed action requires additional funding, a request is made through the Budgeting for Outcomes process.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums: The planning cycle described in 4P2 shows the approach the College is using to align and schedule improvement initiatives. This schedule allows the Strategic Plan to better serve as a living document, continuously guiding college-wide improvement efforts and bringing together the diverse needs of the institution into a single, yet prioritized, improvement plan. At the same time the Unit Assessment Plans allows individual departments to work on initiatives that align to and support the Strategic Plan at the department level.

Result 4R2. 3 Alignment of College Planning Processes



The Systems Portfolio, Action Projects, and Strategy Forums are integral components of Strategic Planning. Key materials and analysis of outcomes from each of these initiatives are available to the College community via the website and are discussed as inputs to the Strategic Planning Process during a review of performance in step 3.

The AQIP Steering Committee was merged with the Strategic Planning Committee in 2015 when the College realized both groups were working towards the same ends. The Systems Portfolio feedback comments are inputs into the Strategic Planning cycle as are the outcomes of the quality checkup and strategy forum. The Strategic Plan produces strategic priorities, objectives, and identified actions that mirror the AQIP Action Project model. Moving forward, it is the expectation that these two processes will continue to be monitored by one leadership team with quarterly reporting to President's Cabinet and the College community regarding process and outcomes of the initiatives.

Progress on AQIP Action Teams is routinely presented and discussed by the President at the fall and spring Faculty Assembly Days, Staff Development Day and Tuesday at 2 with the President, so faculty and staff remain aware of the collective work being done. The Spring 2017 Faculty Assembly Day was entirely devoted to discussion on the AQIP Action Project on student learning. Faculty members serving as "table anchors" facilitated small-group conversations on student learning outcome data.

6R1. Results (R)

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Various teams have been involved in moving the priorities of the College forward through the framework of AQIP Action Projects. Below is a summary of these Actions Plans.

Action Project	AQIP Category	Strategic Plan
Student Learning Retreat	1	Develop and measure SLO

Goal: Determine and implement strategies to communicate clearly to the entire college community the purpose and process of Assessing Students' Learning Outcomes

Status: The practice that had the greatest impact for forward progress for the College was the Student Learning Retreat. While not necessarily an innovation, this event marked a concerted effort to involve many constituents in the conversation, encourage and share in outcomes assessment techniques and models, and grow a culture of genuine investment in outcomes assessment.

Early Alert	2	Enhance student support services
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Goal: The BHC Early Alert system will establish an efficient, and user-friendly systematic referral process for instructional and support staff and effective student intervention protocols that result in student academic success.

Status: Closed Successfully with the implementation of Banner software program Workflow

Student Navigator & Data Warehouse	5	Enhance student support services
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Goal: Develop and implement academic analytic tools to support decision making and student academic success. To support a culture of data informed decision making the College will complete the first of five phases to developing a culture of deploying academic analytics (capture, report, predict, act, and refine). This first project will focus on capturing data from multiple sources and in multiple formats; extracting data and migration to a Data Warehouse, and integrating those data to make them available for analysis.

Status: Closed Successfully. The vendor was selected, and data extract, transfer, security and rules determined. Data was defined and verified and training was conducted with Student Services. More than 80 employees have current access to and report using the Data Warehouse.

HLC Response Student Learning Team	1	Develop and measure SLO
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Goal: Revise and/or adopt the General Education Curriculum Grid; identify a common rubric scale to evaluate data; consolidate current available data that connects to the Grid; and identify actionable next steps compatible with the accelerated timeframe in response to the HLC peer-reviewers visitation recommendations regarding the Grid.

Status: Closed: The General Education Curriculum Grid has been developed with the courses identified and aligned to each outcome. The rubric, using a scale of 0-5, has been adopted. For the fall and spring semesters, the data has been gathered.

Academy of Student Learning	1	Develop and measure SLO
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Goal: Develop a systematic processes for collecting and analyzing institutional program-level data to improve student outcomes.

Status: Active – Scheduled for completion in Fall 2017

Managing Student Complaints	2	Meeting Stakeholder Needs
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Goal: Evaluate and improve the formal process for handling and processing non-employment based complaints from students and other constituents in a systematic and timely manner and document information for analyzing patterns that may inform future improvements of College programs, processes and services.

Status: Active – Scheduled for completion in Summer 2017

Co-Curricular Student Learning Outcomes	1	Develop and measure SLO
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Goal: Identify and align co-curricular learning goals.

Status: Common Co-curricular outcomes have been identified, assessment pilot completed, evaluated and revised. Scheduled for completion in Fall 2017

Alignment of the Strategic Plan to AQIP is found in Result 6R1 1

6I1 Improvements (I)

Based on 6R1 what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

The following are examples of the improvements that have been shared throughout the body of the Systems Portfolio. Recent improvements include:

- All faculty conversation day (Assembly Day) on the assessment of student learning. This initiative that will continue annually every spring.
- Utilizing the Dot Fair process to solicit feedback from a large employee base. The practice will be continued in 2017 and be included in the Strategic Planning Process shepherded by PC members.
- The identification and definitions of common institutional learning outcomes, and planned development of common assessment rubrics
- Implementing WEAVE Assessment as the method to track program learning outcomes
- Identification and assessments for eight co-curricular learning outcomes
- Improved advising services and tracking of the success of Mandatory Advising
- Implementation of WEAVE Credentials documenting faculty credentials to course requirements
- Reinstatement of a new Performance Review Process
- Development of an Employee Learning curriculum, planned implementation and tracking in FY2018
- Unit Assessment Planning of all units, planned use of common rubric to identify the maturity of plans
- Development and implementation of the Data Warehouse, planned expansion to make analysis services available to academic leadership
- Implementation of online employee tracking of leave time and time sheets
- Implementation of online Budget Building Process
- ITS Help Desk efficiencies with PC Anywhere
- Utilization of Schooldude to receive and track work orders

The College recognizes that there are many individuals in leadership roles as supervisors, directors and deans that are consciously or unconsciously following project management methods and even a plan-do-study-act process as part of their work. The opportunity is to increase their metacognition around project

management and process improvement practices. Beginning with the 2018 Unit Assessment Plans, the PIE office is using a peer review process and a [Unit Assessment Rubric](#) to rate each section of the Unit Assessment Plan, consulting with each Unit manager and documenting common themes/opportunities for future training.

Result 6R1 1 Strategic Plan Alignment to AQIP

Strategic Priorities	Strategic Objectives	Helping Students Learn	Student & Stakeholder Needs	Valuing People	Planning & Leading	Knowledge & Resource Management	Quality Overview
Student Growth	All Certificate, AAS, AA, AS, and AFA degree programs will identify and assess measureable program outcomes as required by Program Review.	X					
	Increase student retention and persistence by improving tutoring usage, space and the alignment of academic support services to course requirements.	X	X				
	Improve the success of students enrolled in developmental education courses by streamlining the developmental education course sequence.	X	X				
	Establish a K-12 Liaison committee.		X				
Revenue Growth	Establish and maintain an Alumni program for the solicitation of new donors.					X	
	Develop a recruiting strategy using the identified post high school age segments and advertising materials resulting in enrollment growth of student segment.						
	Increase the number of faculty engaged in the recruiting process.						
Valuing People	Create a dynamic and interactive talent database enabling employees the opportunity to share professional resources, skills and talents.			X			
	Identify and implement opportunities for professional development and training including partnership with other educational institutions.			X			
	Improve communication/collaboration among locations fostering the "one-college" culture.				X		
	Create team opportunities encouraging individuals to participate in decision making and process documentation.				X		

The College is also planning improvements to be more systematic in the ways that keep AQIP Action Projects focused and reporting more frequently resulting in improved accountability, reduce "project scope creep" and keep teams focused on what matters most.

One of the largest opportunities for the College, a theme throughout the Systems Portfolio, is to improve how data are used to inform decision making, in other words *closing the loop*. The College is rich in data and the use of that data to inform decision is inconsistently applied throughout the College. Increased awareness of how data informed decisions, measuring the success of those decisions with metrics and reevaluating them is a cycle of Plan-Do-Study-Act is a planned improvement for the coming year.

6.2 Culture of Quality

Culture of Quality focuses on how the institution integrates quality improvement into its culture.

6P2 Processes (P)

Developing an infrastructure and providing resources to support a culture of quality: Since 2013, the College has engaged in the following initiatives to encourage participation and greater understanding of what a culture of quality and continuous improvement looks like.

- Participated in the Academy for Assessment of Student Learning
- Invited faculty to participate in an interactive discussion with Harold Washington College Assessment Team
- Participated in the Continuous Quality Improvement Network, a resource for innovation, continuous improvement, institutional effectiveness and exemplary practices that are direct results of engaging with Learning Partners and the Summer Institute.
- Built a software and hardware infrastructure necessary to operate a Data Warehouse, and report writing.
- Deliberately engage unit managers and faculty in actively using data and thinking in terms of continuous quality improvement through the Unit Assessment Plan.
- Aligned processes to have common elements such as goals, objectives, measurements and targets, findings, analysis, and improvements as common language reinforces a culture of quality.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (Criterion 5.D.1): Aligning the AQIP Systems Portfolio team with the Strategic Planning Team and increasing the role of Presidents Cabinet members as champions of the Systems Portfolio shows efforts of the continuous improvement the College is making to increase understanding of the impact improvement initiatives have on the operations of the College.

Quality improvement can only be ensured and built upon when it means something to each member of the College community. Personalizing training on the Unit Assessment Planning Process is intended to identify the drivers most commonly discuss in efforts to personalize improvement. Building on a learning that occurred through the Continuous Quality Improvement Network (CQIN) Learning Partner “Partners in Leadership”, specifically that implementing and integrating change will not work if an organization if it is solely focused on actions and results. These more concrete and observable tasks are in fact the premise of the Unit Assessment Plan process. The opportunity is to explore the individual experiences and beliefs of those responsible for improvement initiatives where the College will gain greater momentum in integrating culture change.

Ensuring the institution learns from its experiences with CQI initiatives (5.D.2): There are three organizational learning and self-study frameworks from which the College works to ensure it learns from its improvement initiatives. The results sections throughout the Portfolio provide evidence of the learning and improvement occurring as a result of improvement initiatives. Utilizing the HLC AQIP Pathway is evidence of the dedication to continuous quality improvement. Several BHC Career and Technical Education programs engaged in self-study processes to meet specific occupational requirements of an external accrediting body. Quality initiatives arise from these processes and directly impact the improvement of instructional programs. Other programs and academic disciplines complete the instructional Program Review process. These self-studies result in the identification of improvements that are then integrated into the next year’s Unit Assessment Plan for implementation, monitoring and follow-up.

Individual departments conduct the annual planning process whereby they identify improvement opportunities specific to their services. To further integrate continuous quality improvement initiatives with the 2018 Unit Assessment Plans all instructional certificate and associate degree level programs are to have a Unit Assessment Plan detailing their student learning outcomes, administrative outcomes and the assessment plan and timeline. The focus for 2018 will be on “closing the loop”. This ensures all Unit Assessment Plan documents the measurements used, data analyzed, findings and improvements made.

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution: It is the College's intent to be transparent and regularly share information about the AQIP Pathway with the Board of Trustees, faculty and staff, requesting feedback on accreditation reports and engaging everyone in a Dot Fair to select AQIP Action Projects using the nominal group process. Updates are provided through Staff Development Days, Faculty Assembly Days and employee newsletters.

6R2 Results (R)

What are the results for continuous improvement to evidence a culture of quality?

Continued participation in employee development and benchmarking against other colleges are two examples of the College's commitment to working systematically to improve performance. Participation in the Continuous Quality Improvement Network (CQIN), a membership group of over 40 community and technical colleges committed to learning about effective practices from high performing organizations both within and external to higher education, provides the College the opportunity to explore and learn about quality improvement methods, tools and approaches that when applied to the BHC culture will have positive impacts. Teams are amerced in a Summer Institute around a theme relevant to community colleges and apply that learning to either an institutional project or an individual department improvement initiative. Examples include the BHC Core Value reflections benchmarked after the Ritz Carlton, improvements to the Strategic Planning Process benchmarked after St. Luke's Hospital and engaging employees through college-wide conversations benchmarked after Waukesha County Technical College.

The implementation of the Data Warehouse has provide the foundation for the improvement in the culture of data informed decision making. The Data Warehouse is an example of a process that systematically collects and shares data transforming individual data into information answering the "who", "what", "where" and "when" questions. Its analytical resources and application has just begun to permeate the College environment.

6I2 Improvements (I)

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Although the Data Warehouse is a strength for a data driven quality improvement culture, it has been observed there is often a disconnect between the information collected and the decisions made. The College has the opportunity to reinforce and emphasize how to turn pieces of data—into information—onto knowledge (analytical ability & seeing patterns)—into understanding (undertaking useful actions)—and ultimately to wisdom (connecting the data to the problem and to the evaluation of the solution). It is the knowledge, understanding, and wisdom that are still aspirations for the College. The office of PIE also intends to expand the access and utilization of the Data Warehouse to academic leadership over the next year to continue reinforcing the integration of data collected with institutional data in order to gain a stronger understanding of the impact of their work and the work of their respective departments.

Over time the College realized that employees at all levels were seeing AQIP as an external driver requiring extra work rather than the facilitator of a way of working that has intrinsic value for the institution. Using AQIP as a systematic structure for improving what matters most versus a "task of a few" will lead to a greater sense of a shared work load and larger impacts on quality improvements. Over the past three years, the College has tried to shift the emphasis to the usefulness of clear goals and measurable outcomes and the value of data in directing action. However, units do not uniformly document and communicate the way in which assessments inform decision making and impact improvement. The opportunity lies in learning how to "close the loop."

Acronym	Definition
“9 NUMBER”	Unique Student and Staff Identifier.
“SWIRL”	Students who bounce back and forth between two-year and four-year institutions.
403(b)	Retirement plan for employees, offered through a contracted private vendor.
501(C)3	Nonprofit organization, tax-exempt status.
A.D.N.	Associate Degree of Nursing
AA,	Associate of Arts
AA/EEO	Affirmative Action/Equal Employment Opportunity
AAP	Affirmative Action Plan
AAS	Associate of Applied Science
ACCUPLACER	Web-based assessment tool used for College placement exams.
ACT	American College Testing
AFA	Associate of Fine Arts
ALA	Associate Liberal Arts
AP	Advanced Placement Program
AQIP	Academic Quality Improvement Pathway
AS	Associate of Science
ASR	Annual Security Report
AY	Academic Year
BEST	Basic English Skills Test
BFO	Budgeting for Outcomes
BHC	Black Hawk College
BOT	Board of Trustees
BTC	Business Training Center
C.N.A.	Certified Nursing Assistant
CASA	Comprehensive Adult Student Assessment Systems Test
CC	College Credit
CIP	Classification of Instructional Program
CIT	Crisis Intervention Team
CLEP	College-Level Examination Program
CoAEMSP	Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
Co-CIO	Co- Chief Information Officer
Co-CIO (IT)	Co-Chief Information Officer (Information Technology)

Acronym	Definition
CPPRT	Corporate Personal Property Replacement Tax
CQIN	Continuous Quality Improvement Network
CTE	Career and Technical Education
DAISI	Data and Information System Illinois
DBA	Database Administrator
Dev Ed	Developmental Education
EAV	Equalized Assessed Property Value
EBRI	Evidenced Based Reading Instruction
EC	East Campus
EMS	Emergency Medical Service
ENG	English
ERP	Enterprise Relational Platform
ESL	English as a Second Language
FAAR	Faculty Assisted Advising Registration
FASB	Financial Accounting Standards Boards
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act
FinOps	Financial Operations
FIOA	Freedom of Information Act
FMLA	Family and Medical Leave Act
FMP	Facility Master Plan
FT	Full-Time
FTE's	Full-Time Equivalent
FY	Fiscal Year
GAPP	Generally Accepted Accounting Principles
GASB	Government Accounting Standards Board
GECC	General Education Core Curriculum
GED	General Education Diploma
GFOA	Government Finance Officers Association
GI Bill	Government Issue
HCP	Health Career Pathway
HESI	Health Education Systems Incorporated
HR	Human Resources
HVAC	Heating Ventilation & Air Conditioning

Acronym	Definition
I.P.	Internet Protocol
IAI	Illinois Articulation Initiative
IB	International Bachelor ate
ICAPS	Integrated Career & Academic Preparation System
ICCB	Illinois Community College Board
ICCTA	Illinois Community College Trustees Association
ICS	Incident Command System
IDFPR	Illinois Department of Financial and Professional Regulation
IFT	Illinois Federation of Teachers
ILOs	Institutional Learning Outcomes
IOC	Insurance Oversight Committee
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Research Board
IT	Information Technology
ITS	Information Technology Services
Level E	Level East of TABE
Level M	Level Medium of TABE
LIB	Liberal Studies
LMS	Learning Management System
LPN	Licensed Practice Nursing
LWIA	Local Workforce Innovation Area
MVCV	Mission, Vision, Core Values
MyBH	Employee and Student Portal
NACEP	The National Alliance of Concurrent Enrollment Partnerships
NCCBP	National Community College Benchmark Project
NEOGOV	Applicant Tracking System
NILIE	National Initiative for Leadership & Institutional Effectiveness
NIMS	The National Institute Management System
NON-REP	Non-Represented Employee Group
NREMT	National Registry of Emergency Medical Technicians
NSE	Natural Science and Engineering
NYA	Not Yet Available

Acronym	Definition
OCCRL	Office of Community College Research Leadership
OSHA	Occupational Safety and Health Administration
OtOL	Orientation to Online Learning
P.I.E	Planning and Institutional Effectiveness
PaCE	Professional and Community Education
PACE SURVEY	Personal Assessment of the College Environment
PC	President's Cabinet
PDL	Professional Development Leave
PDP	Professional Development Planning process
PPE	Personal Protection Equipment
PR	Public Relations
PTA	Physical Therapist Assistant
PTR	Pathways to Results
QC	Quad Cities
QCPDN	Quad City Professional Development Network
SARS	Scheduling Appointment Reminders System
SAT	Scholastic Aptitude Test
SBDA	Student Banner Database Administrator
SENSE	Survey of Entering Student Engagement
SLC	Student Learning Committee
SP	Strategic Planning
SPEC	Speech
SSS	Student Support Services
SWOT	Strengths, Weaknesses, Opportunities, Threats
TABE	Test of Adult Basic Education
TLC	Teaching Learning Center
TRiO	Department of Education Grant Program
UAW	United Auto Workers
UPS	Uninterruptible Power Supply
US	United States
VLAN	Virtual LAN
VPN	Virtual Private Network
WIOA	Workforce Innovation and Opportunity Act
YTD	Year To Date



Improving Life Through Learning

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