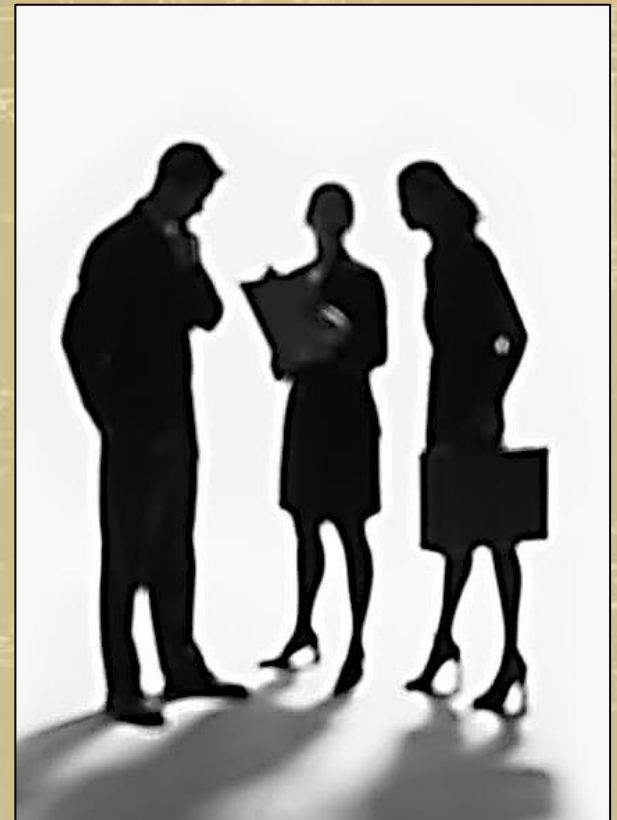


Black Hawk College Strategic Plan

Preparing for the 2015-2017 Strategic Plan



District Characteristics



District Demographics: Age

| Demographic | 2014 Population | 2020 Population | Change | % Change | State 2014 Population | State 2020 Population | State % Change |
|-------------------|-----------------|-----------------|--------------|-----------|-----------------------|-----------------------|----------------|
| Under 5 years | 13,320 | 13,492 | 172 | 1% | 838,895 | 879,233 | 5% |
| 5 to 9 years | 13,493 | 13,007 | (486) | (4%) | 834,491 | 828,958 | (1%) |
| 10 to 14 years | 14,111 | 13,694 | (417) | (3%) | 871,415 | 832,827 | (4%) |
| 15 to 19 years | 13,804 | 13,849 | 45 | 0% | 890,813 | 868,865 | (2%) |
| 20 to 24 years | 12,705 | 11,793 | (912) | (7%) | 893,753 | 864,404 | (3%) |
| 25 to 29 years | 12,403 | 11,882 | (521) | (4%) | 908,419 | 908,209 | 0% |
| 30 to 34 years | 13,377 | 12,484 | (893) | (7%) | 904,899 | 902,632 | 0% |
| 35 to 39 years | 12,892 | 13,361 | 469 | 4% | 838,337 | 881,316 | 5% |
| 40 to 44 years | 12,552 | 12,988 | 436 | 3% | 827,414 | 815,102 | (1%) |
| 45 to 49 years | 13,726 | 12,325 | (1,401) | (10%) | 875,664 | 785,789 | (10%) |
| 50 to 54 years | 15,820 | 13,401 | (2,419) | (15%) | 917,976 | 832,760 | (9%) |
| 55 to 59 years | 16,403 | 14,928 | (1,475) | (9%) | 873,115 | 855,369 | (2%) |
| 60 to 64 years | 15,556 | 16,144 | 588 | 4% | 762,971 | 831,009 | 9% |
| 65 to 69 years | 12,196 | 14,592 | 2,396 | 20% | 581,535 | 701,768 | 21% |
| 70 to 74 years | 9,013 | 11,527 | 2,514 | 28% | 405,113 | 534,324 | 32% |
| 75 to 79 years | 6,877 | 7,852 | 975 | 14% | 297,869 | 350,394 | 18% |
| 80 to 84 years | 5,253 | 5,452 | 199 | 4% | 227,377 | 231,217 | 2% |
| 85 years and over | 5,748 | 5,558 | (190) | (3%) | 242,873 | 234,591 | (3%) |
| Total | 219,250 | 218,329 | (921) | 0% | 12,992,929 | 13,138,768 | 1% |

District Demographics: Ethnicity

| Demographic | 2014 Population | 2020 Population | Change | % Change | State 2014 Population | State 2020 Population | State % Change |
|---|-----------------|-----------------|--------------|-----------|-----------------------|-----------------------|----------------|
| White, Non-Hispanic | 175,400 | 171,289 | (4,111) | (2%) | 8,071,925 | 7,975,658 | (1%) |
| Black, Non-Hispanic | 14,469 | 15,045 | 576 | 4% | 1,834,274 | 1,827,682 | 0% |
| American Indian or Alaskan Native, Non-Hispanic | 428 | 463 | 35 | 8% | 19,871 | 20,330 | 2% |
| Asian, Non-Hispanic | 3,103 | 3,386 | 283 | 9% | 646,488 | 698,176 | 8% |
| Native Hawaiian or Pacific Islander, Non-Hispanic | 69 | 77 | 8 | 12% | 3,443 | 3,565 | 4% |
| Two or More Races, Non-Hispanic | 3,869 | 4,306 | 437 | 11% | 197,000 | 221,475 | 12% |
| White, Hispanic | 19,293 | 20,722 | 1,429 | 7% | 2,005,325 | 2,142,496 | 7% |
| Black, Hispanic | 926 | 1,069 | 143 | 15% | 75,487 | 86,258 | 14% |
| American Indian or Alaskan Native, Hispanic | 676 | 784 | 108 | 16% | 65,649 | 76,898 | 17% |
| Asian, Hispanic | 141 | 164 | 23 | 16% | 17,912 | 20,812 | 16% |
| Native Hawaiian or Pacific Islander, Hispanic | 14 | 16 | 2 | 14% | 4,515 | 4,684 | 4% |
| Two or More Races, Hispanic | 860 | 1,007 | 147 | 17% | 51,040 | 60,733 | 19% |
| Total | 219,250 | 218,329 | (921) | 0% | 12,992,929 | 13,138,768 | 1% |

District Demographics: Gender

| Demographic | 2014 Population | 2020 Population | Change | % Change | State 2014 Population | State 2020 Population | State % Change |
|--------------|-----------------|-----------------|--------------|-----------|-----------------------|-----------------------|----------------|
| Males | 108,268 | 108,140 | (128) | 0% | 6,375,742 | 6,449,139 | 1% |
| Females | 110,982 | 110,189 | (793) | (1%) | 6,617,187 | 6,689,629 | 1% |
| Total | 219,250 | 218,329 | (921) | 0% | 12,992,929 | 13,138,768 | 1% |

Demographics: PreK – 12

Public Schools Enrollment Trends

Percent Change From 2009-2010 to 2013-2014

| Grade | 2009-2010 | 2013-2014 | Change from FY10 | % Change from FY10 |
|--------------|---------------|---------------|------------------|--------------------|
| Pre-K | 1,333 | 1,229 | -104 | -7.80% |
| PK Bi-Ling | 36 | 127 | 91 | 252.78% |
| PK Sp Ed | 234 | 290 | 56 | 23.93% |
| K | 2,535 | 2,610 | 75 | 2.96% |
| 1st | 2,596 | 2,584 | -12 | -0.46% |
| 2nd | 2,465 | 2,579 | 114 | 4.62% |
| 3rd | 2,566 | 2,550 | -16 | -0.62% |
| 4th | 2,544 | 2,519 | -25 | -0.98% |
| 5th | 2,634 | 2,659 | 25 | 0.95% |
| 6th | 2,554 | 2,498 | -56 | -2.19% |
| 7th | 2,472 | 2,614 | 142 | 5.74% |
| 8th | 2,488 | 2,630 | 142 | 5.71% |
| 9th | 2,797 | 2,832 | 35 | 1.25% |
| 10th | 2,643 | 2,587 | -56 | -2.12% |
| 11th | 2,531 | 2,488 | -43 | -1.70% |
| 12th* | 2,439 | 2,351 | -88 | -3.61% |
| Total | 34,867 | 35,147 | 280 | 0.80% |

% Change of FY2010 9th Graders to FY2013 12th Graders: -13.69%

% Change of FY2011 9th Graders to FY2014 12th Graders: -10.81%

Benchmarks from last Strategic Planning Process:

% Change of FY2007 9th Graders to FY2010 12th Graders: -16.73%

* -- This number represents 12th grade students not graduates

Demographics: PreK – 12

Private Schools Enrollment Trends

Percent Change From 2009-2010 to 2013-2014

| Grade | 2009-2010 | 2013-2014 | Change from FY10 | % Change from FY10 |
|--------------------|--------------|--------------|------------------|--------------------|
| Pre-K | 433 | 311 | -122 | -28.18% |
| K | 195 | 174 | -21 | -10.77% |
| 1st | 196 | 135 | -61 | -31.12% |
| 2nd | 168 | 140 | -28 | -16.67% |
| 3rd | 181 | 151 | -30 | -16.57% |
| 4th | 181 | 158 | -23 | -12.71% |
| 5th | 160 | 132 | -28 | -17.50% |
| 6th | 185 | 145 | -40 | -21.62% |
| 7th | 160 | 154 | -6 | -3.75% |
| 8th | 147 | 113 | -34 | -23.13% |
| 9th | 130 | 127 | -3 | -2.31% |
| 10th | 138 | 135 | -3 | -2.17% |
| 11th | 136 | 132 | -4 | -2.94% |
| 12 th * | 130 | 127 | -3 | -2.31% |
| Total | 2,540 | 2,134 | -406 | -15.98% |

% Change of FY2010 9th Graders to FY2013 12th Graders: -2.31%

Benchmarks from last Strategic Planning Process:

% Change of FY2007 9th Graders to FY2010 12th Graders: -10.17%

* -- This number represents 12th grade students not graduates

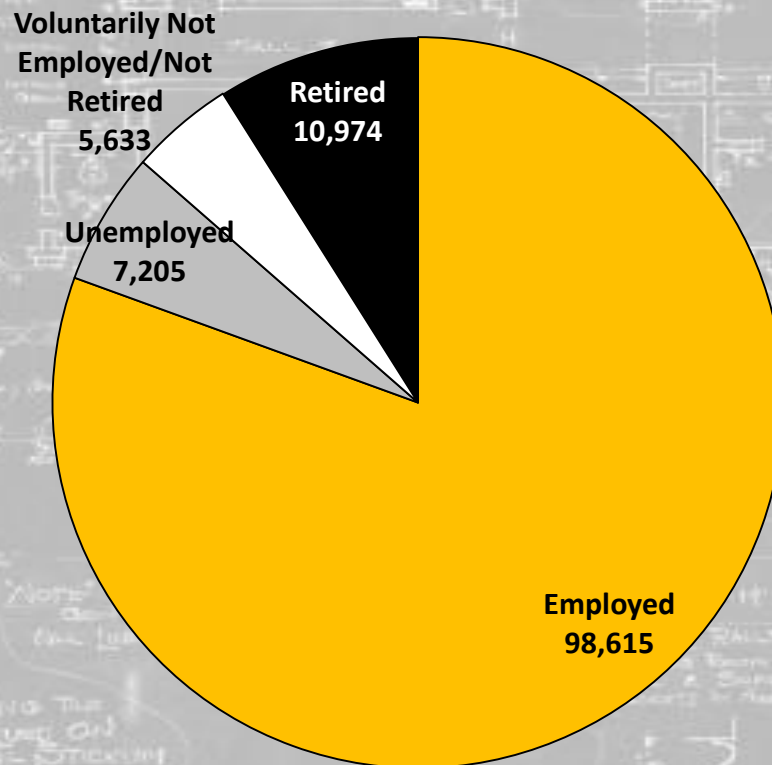
Quad Cities Laborshed Analysis

A Study of Workforce Characteristics

Total Potential Labor Force: 531,899

- 7.9% Quad City unemployment rate
 - 7.3% Henry
 - 6.5% Mercer
 - 5.4% Scott
 - 8.8% Whiteside
- 122,427 estimated number of people likely to change or accept other employment

Quad Cities Employment Status



Laborshed is defined as the area or region from which an employment center draws its commuting workers.

Quad Cities Laborshed Analysis

A Study of Workforce Characteristics

- Quick Facts
 - 14.7% are working multiple jobs
 - Currently working 43 hours per week
 - Average age is 47
 - 40.3% are male and 59.7% are female
 - Identified job search sources:
 - Networking through friends, family and acquaintances
 - Internet
 - Local/Regional Newspapers
 - Local IowaWORKS Centers

Quad Cities Laborshed Analysis

A Study of Workforce Characteristics

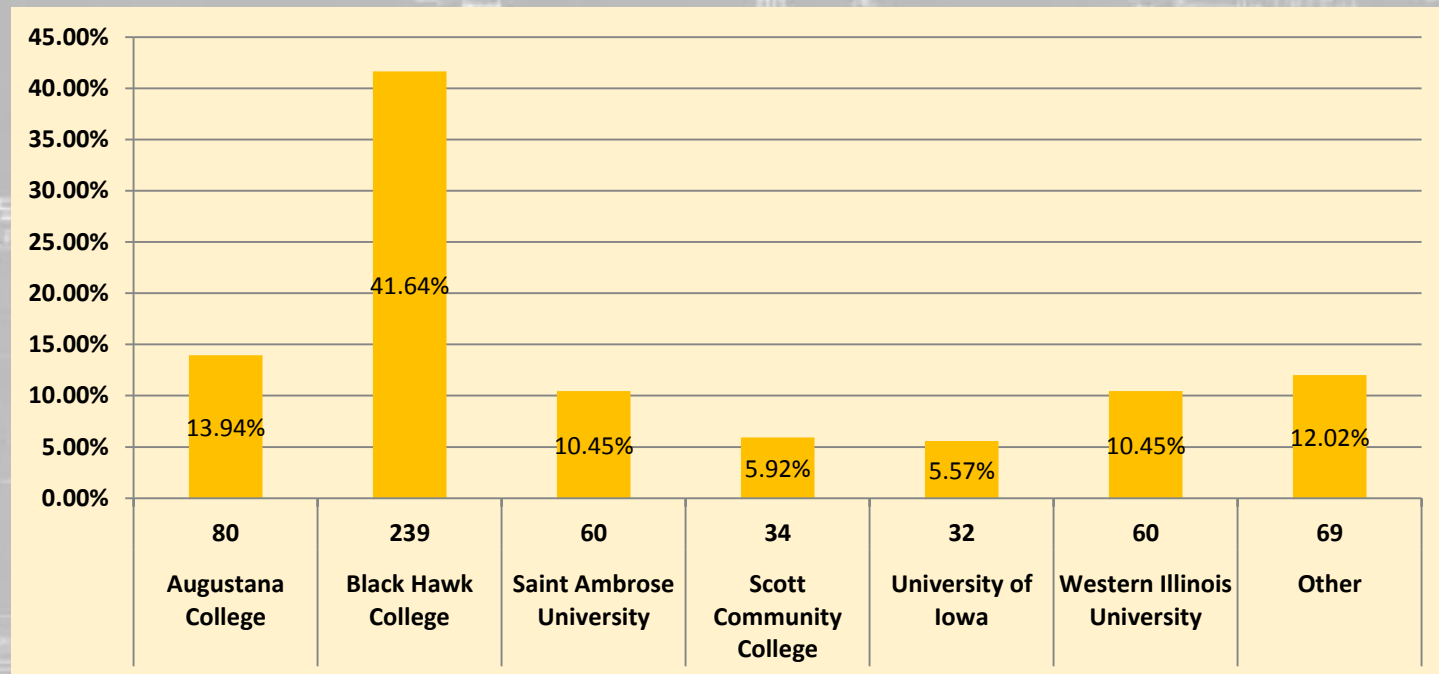
- Education
 - 77.6% have education beyond high school
 - 3.7% are trade certified
 - 1.2% have completed vocational training
 - 14.6% have an associate degree
 - 25.7% have an undergraduate degree
 - 14.9% have a postgraduate/professional degree

Community Perception



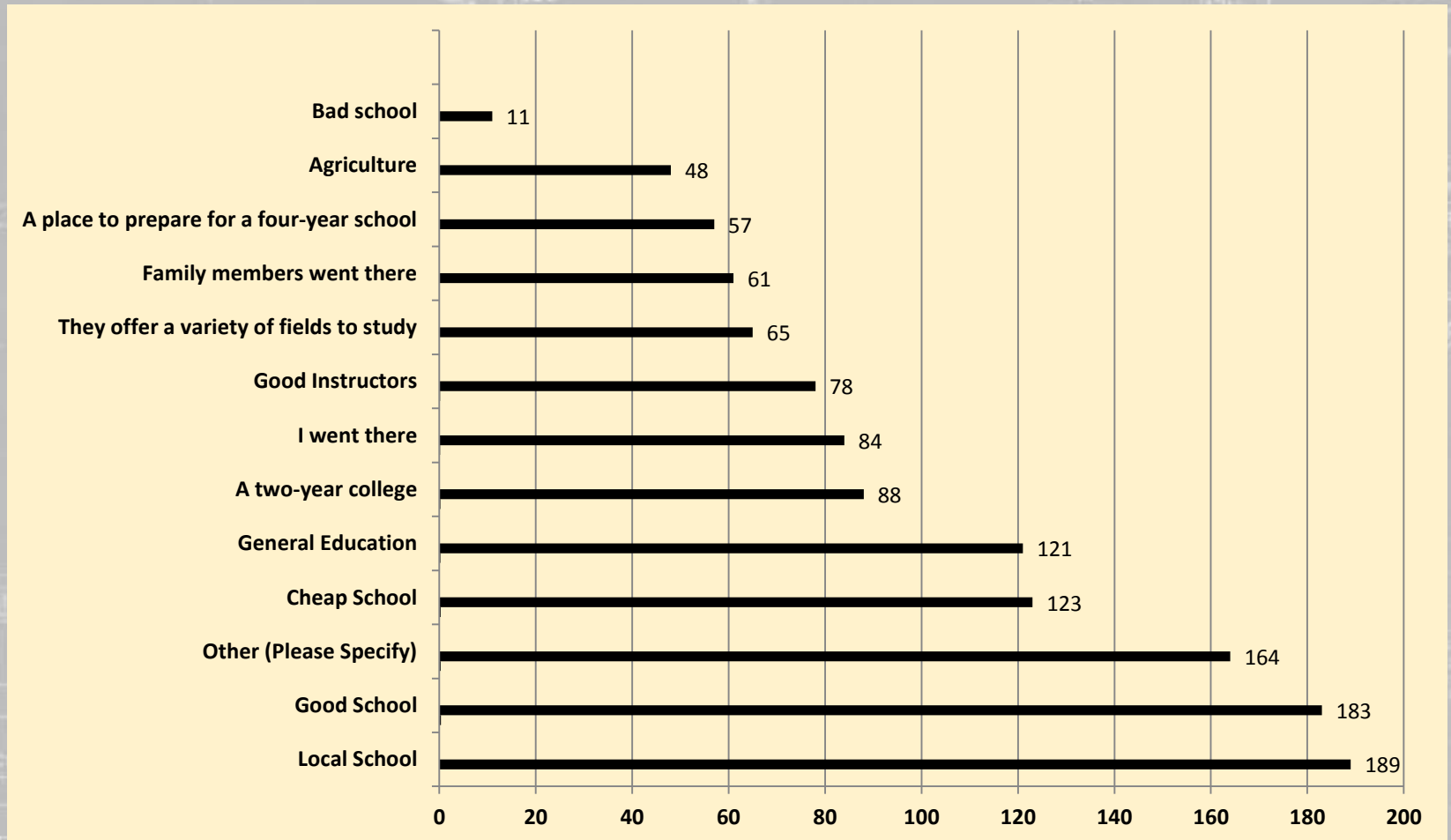
Community Perception

Q11 – When thinking about area colleges and universities, what is the first school that comes to mind?



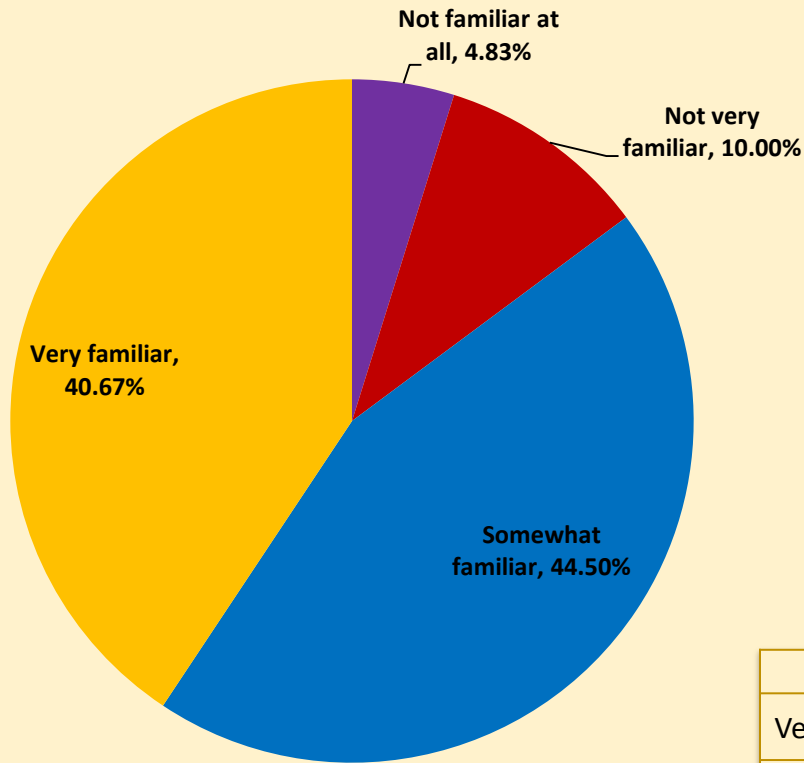
Community Perception

Q23 – When you think of Black Hawk College, what comes to mind?



Community Perception

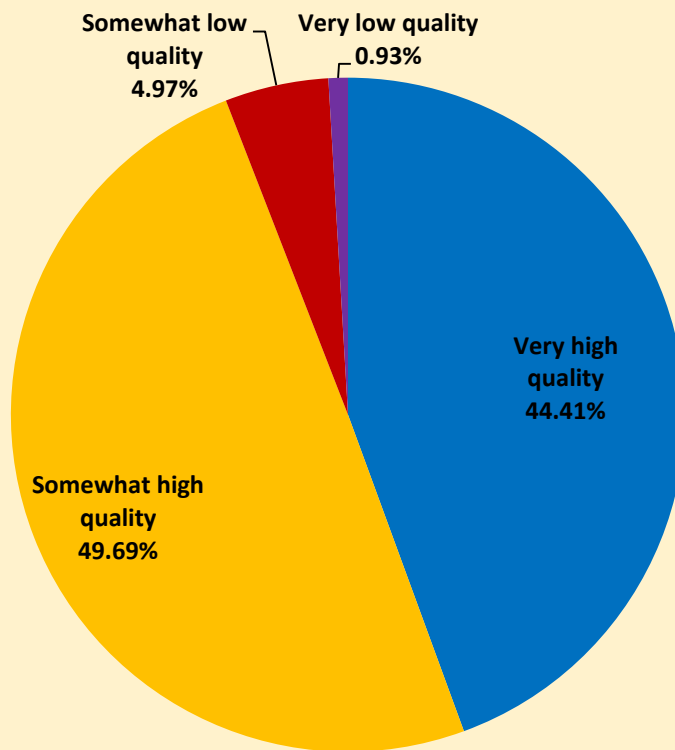
Q21 – How familiar are you with Black Hawk College?



| | 2013 | 2010 |
|---------------------|------|------|
| Very familiar | 41% | 16% |
| Somewhat familiar | 44% | 45% |
| Not very familiar | 10% | 24% |
| Not familiar at all | 5% | 15% |

Community Perception

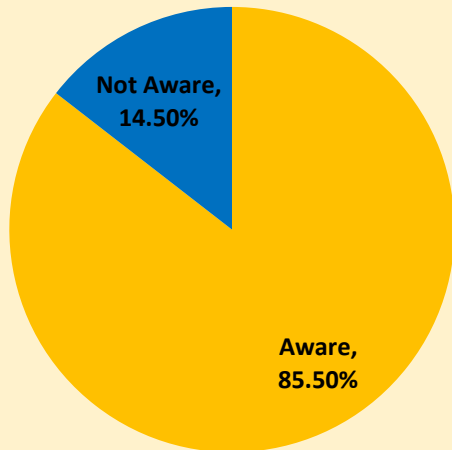
Q29 – How would you rate the quality of instruction received at Black Hawk College?



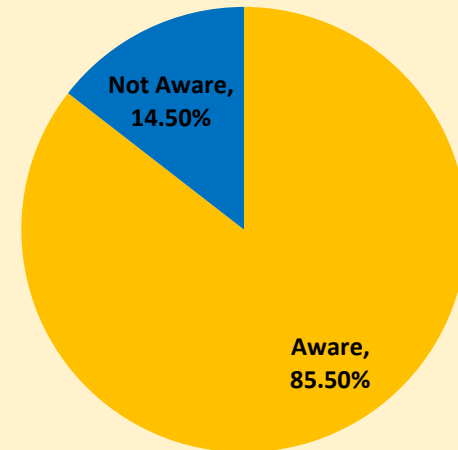
| | 2013 | 2010 |
|-----------------------|------|------|
| Very high quality | 44% | 46% |
| Somewhat high quality | 50% | 47% |
| Somewhat low quality | 5% | 3% |
| Very low quality | 1% | 1% |

Community Perception

Q35.1 – Provides classes in technical and career fields like nursing, computer technology, manufacturing, and auto technology

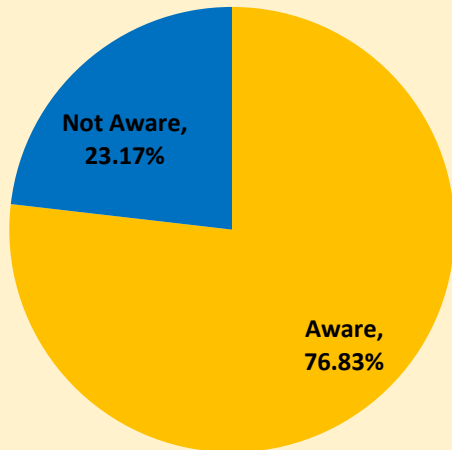


Q35.2 – Provides the first two years of a bachelor's degree for transfer to a four-year college or university

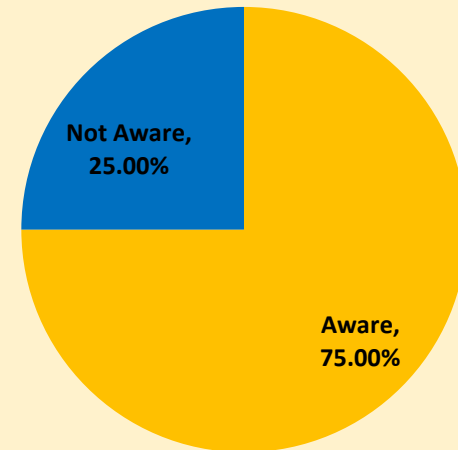


Community Perception

Q35.3 – Provides non-credit courses, programs and activities to meet lifelong learning and continuing education needs

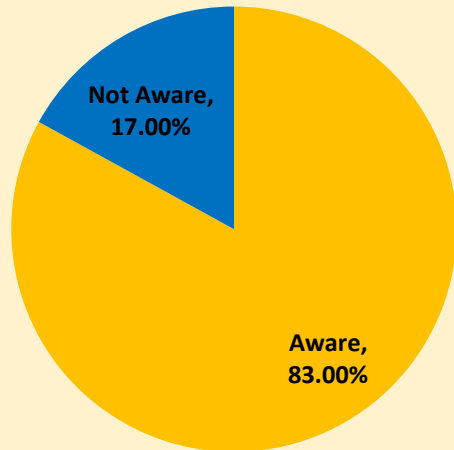


Q35.4 – Provides specialized, short-term course work to help workers upgrade their skills or unemployed people develop marketable skills

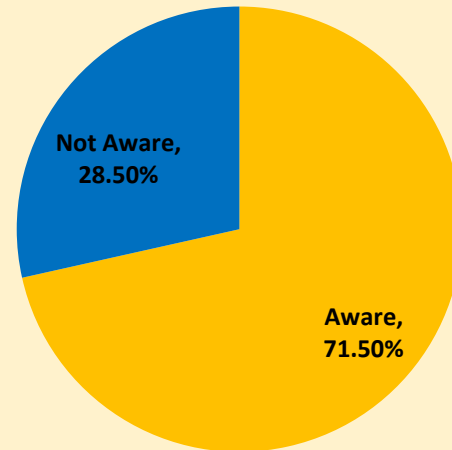


Community Perception

Q35.5 – Provides weekend and evening classes

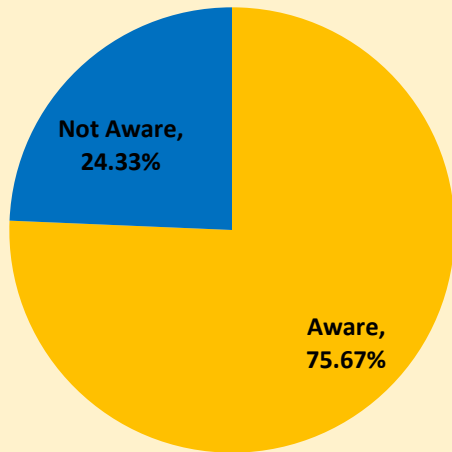


Q35.6 – Provides special programs and services to meet the needs of special clients such as students with disabilities, non-high school graduates, high school students, and people who do not speak English



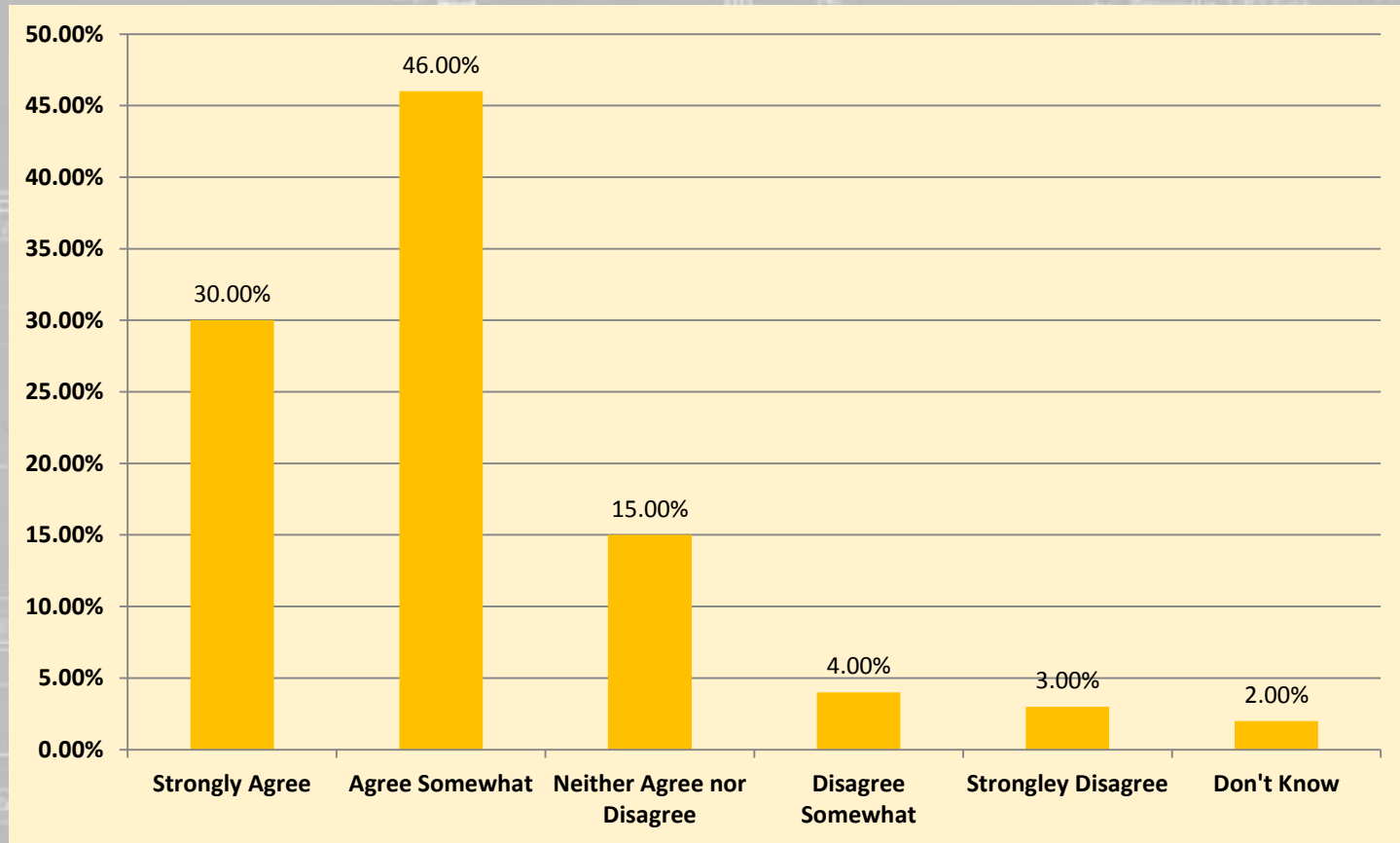
Community Perception

Q35.7 – Provides online courses and degrees



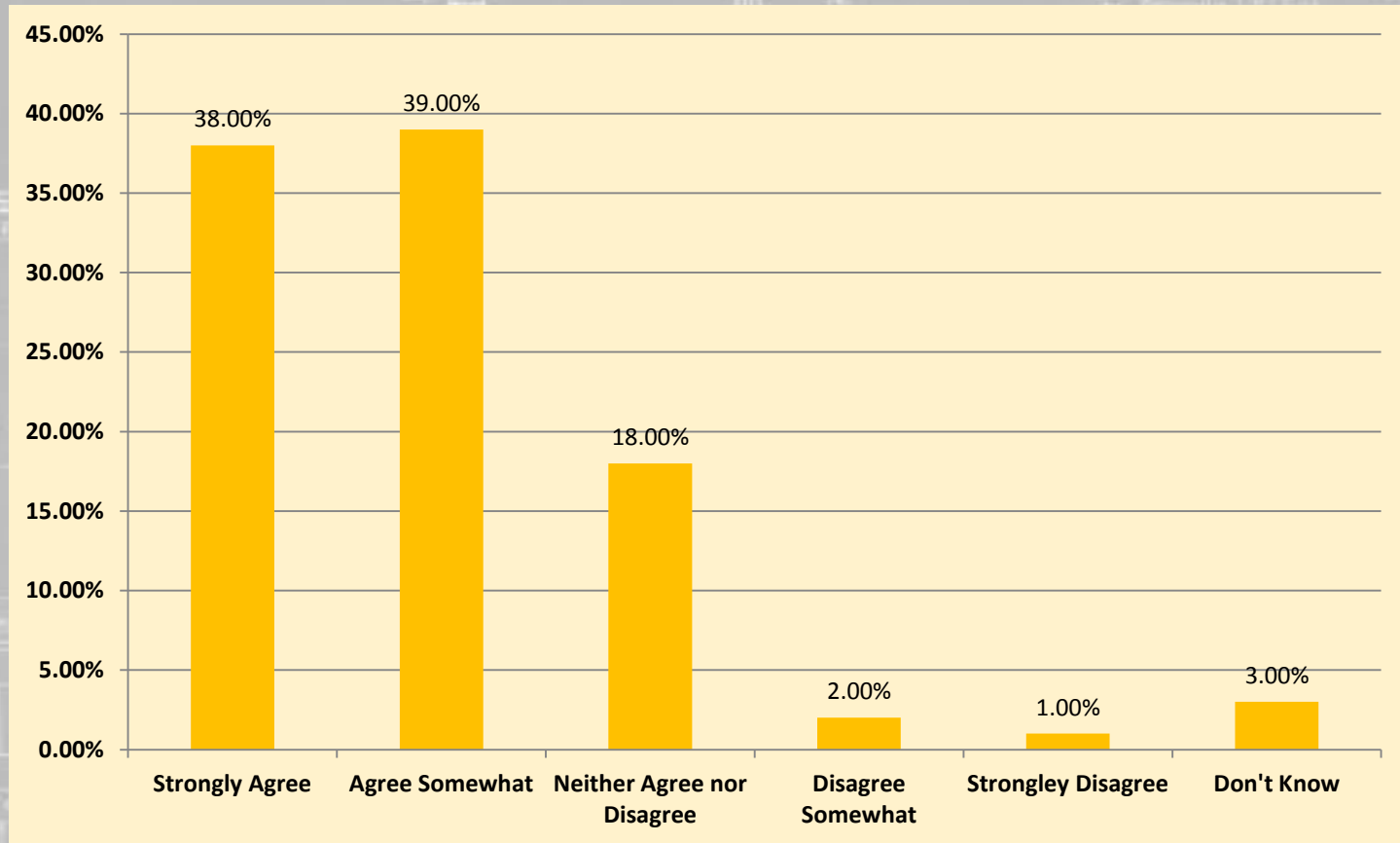
Community Perception

Q36.1 – Black Hawk College provides the local community with the best atmosphere for academic success, career training, personnel and professional development, and lifelong learning.



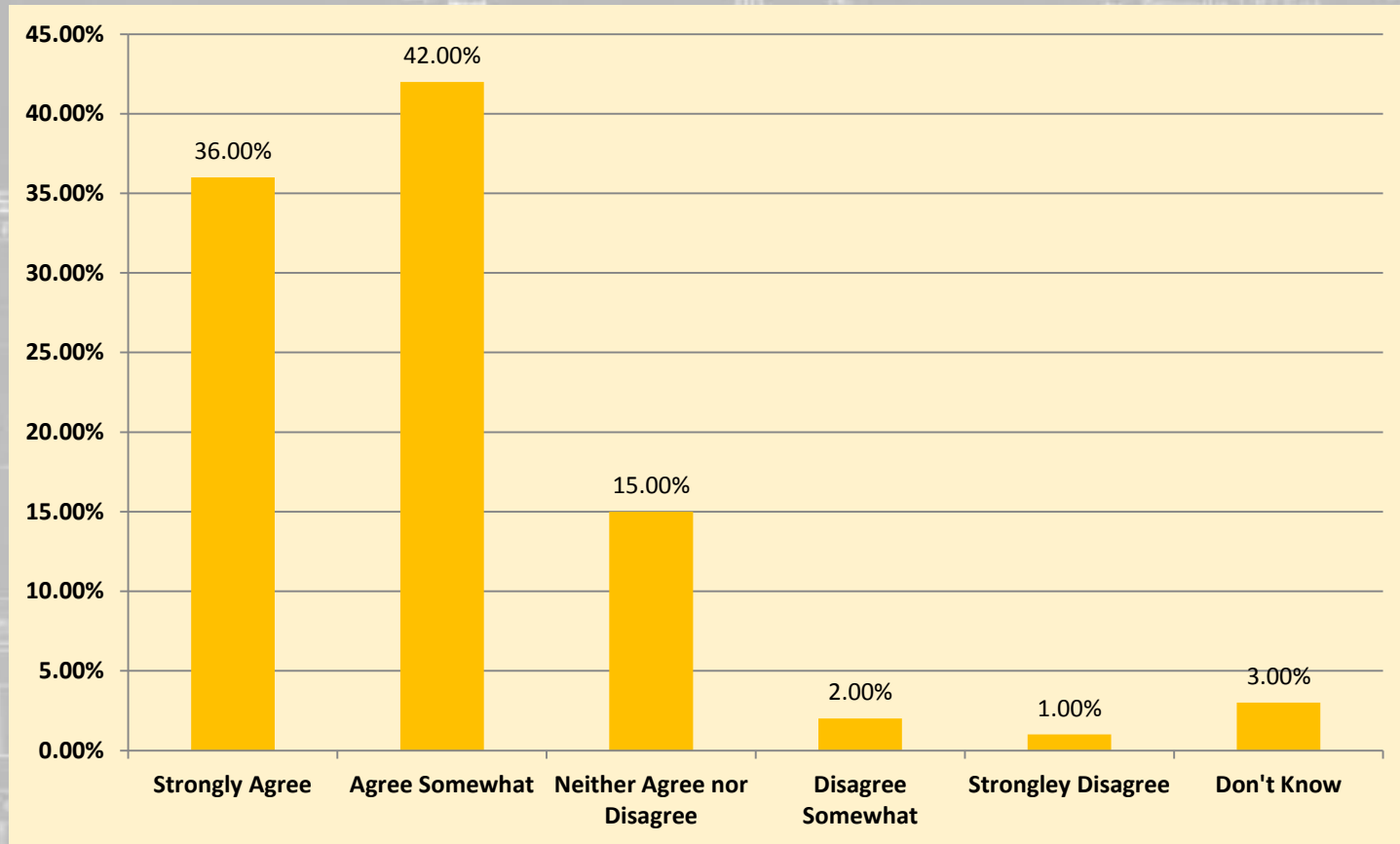
Community Perception

Q36.2 – Black Hawk College operates according to identifiable core values such as appreciation for diversity, caring and compassion toward one another, honesty, integrity, and respect.



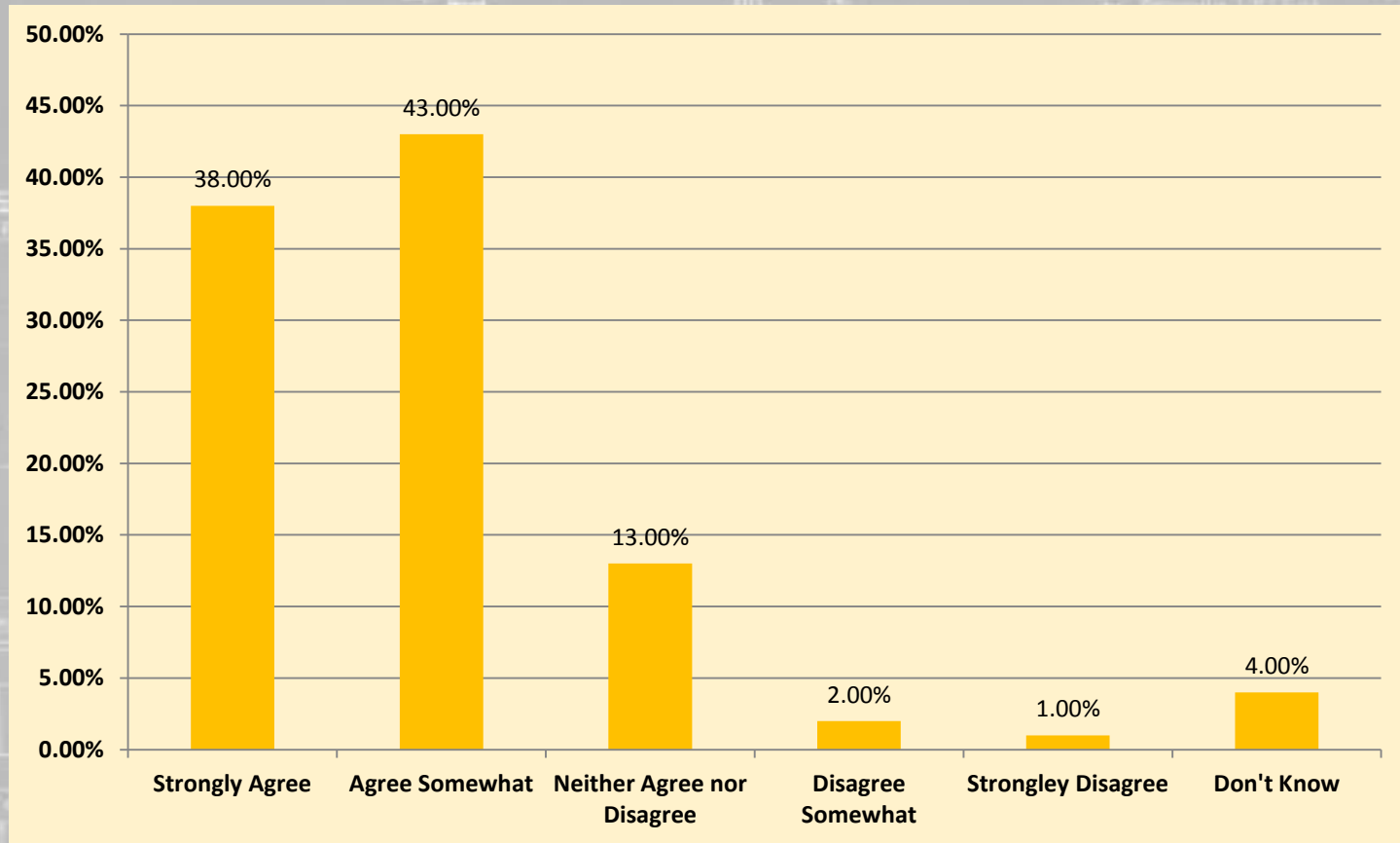
Community Perception

Q36.3 – Black Hawk College connects with students by providing dynamic education programs, services, and leadership development.



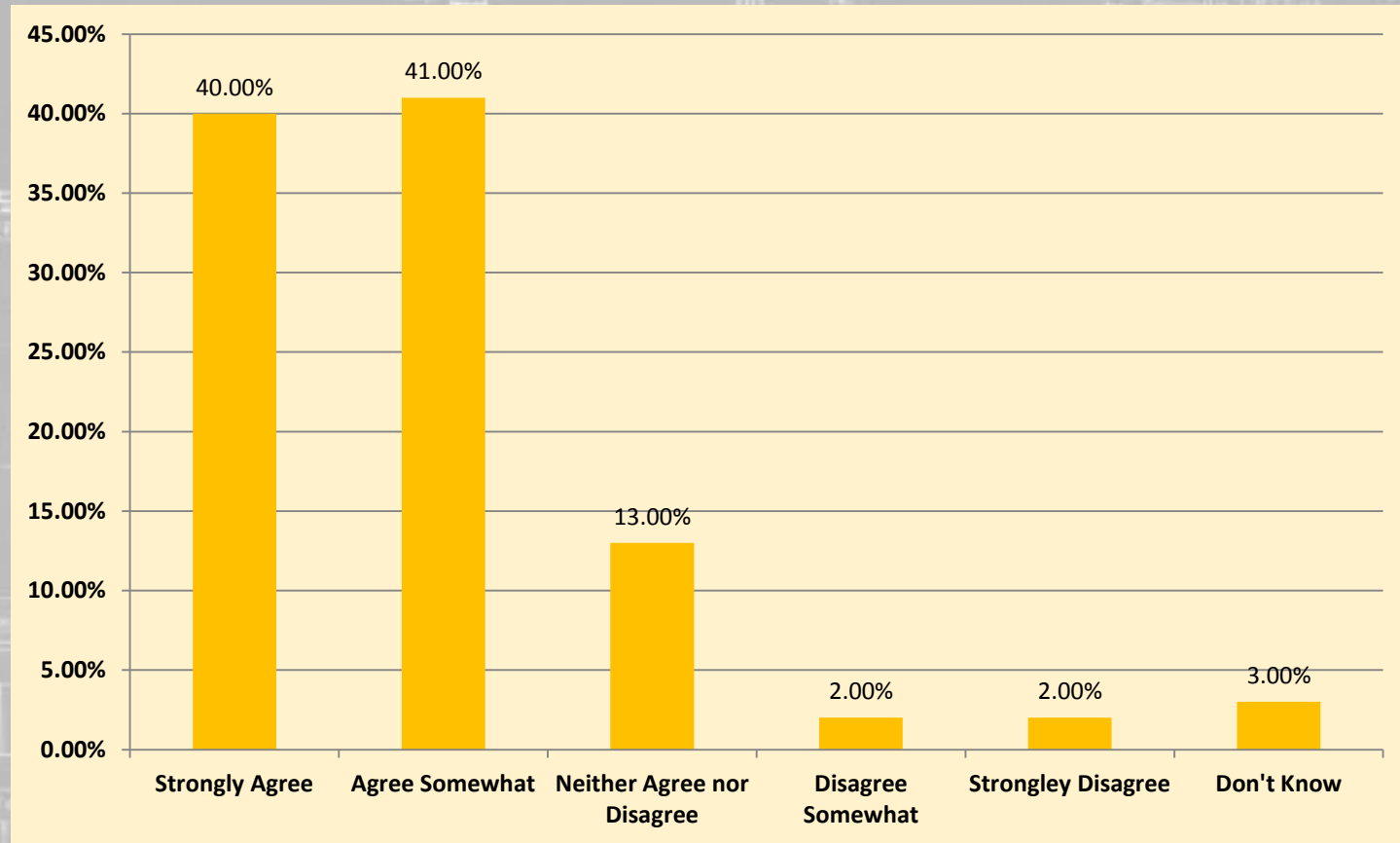
Community Perception

Q36.4 – Black Hawk College employs technology to enhance the academic process.



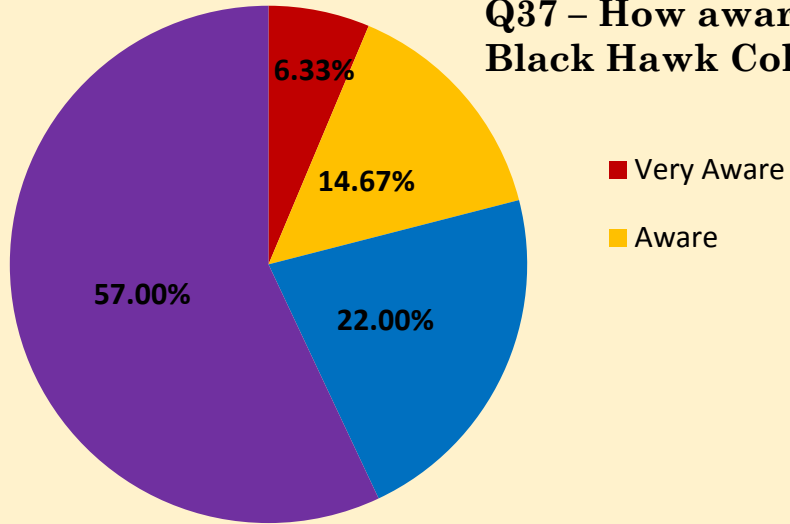
Community Perception

Q36.5 – Black Hawk College connects with the local community in building partnerships and providing leadership in community and economic development

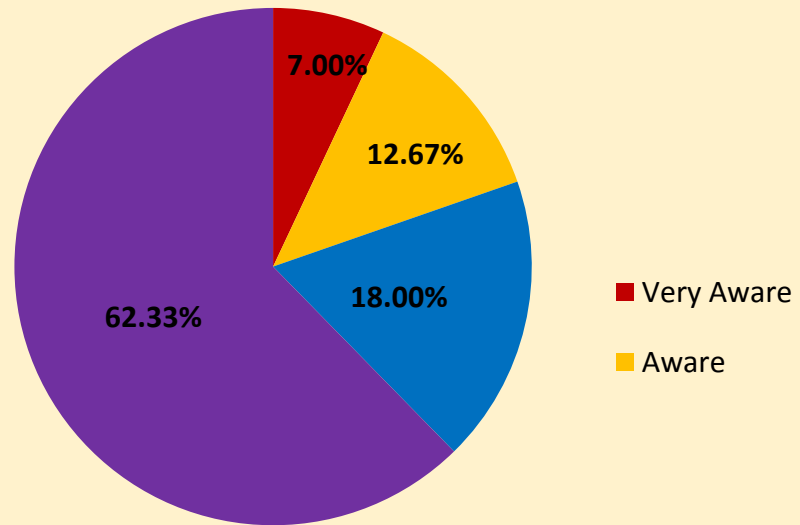


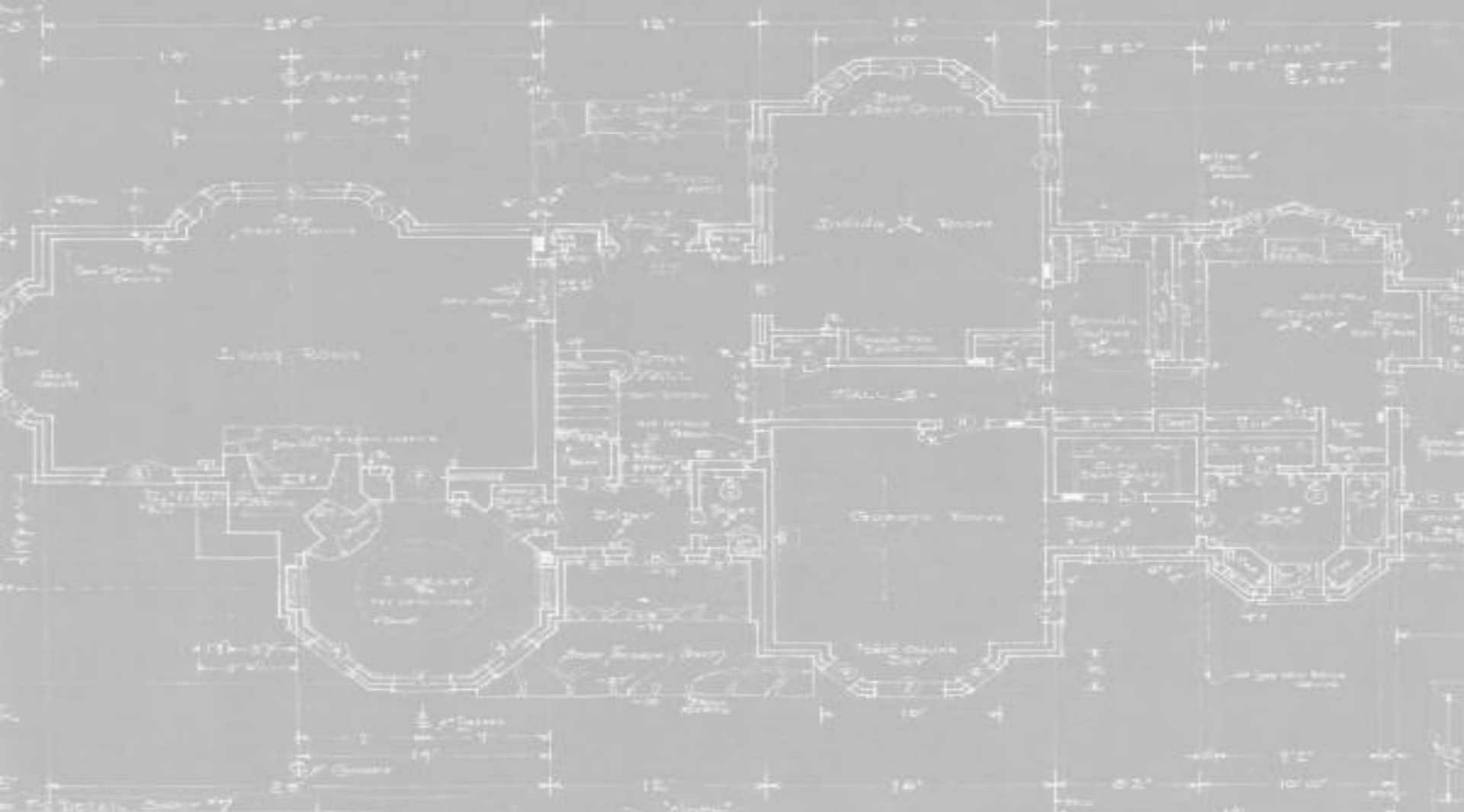
Community Perception

Q37 – How aware are you of the Black Hawk College Foundation?



Q39 – How aware are you of the Black Hawk College East Campus Foundation?





LIVING ROOM CEILING
 To be covered with
 U.S.G. WATERWOOD
 TOO THICKLY INSULATING THE
 PEANUT SURFACE GIVE ON
 WITH U.S.G. STRUCTURAL STICKUM
 PUT ON BY EXPERTS
 SEE DETAIL SHEET 7

None
 and Extractor To let air
 out into the "DUB EXTRACTORS"

NOTE RAILS FROM STEEL ALUM. P.
 LIVING ROOM TO BE WOOD CASE AC. 3
 BATH & BATH ENTRY WITH 100% P.P.
 (SUPPORTS BY ALUMINUM JOINTS & JOINTS)



RESIDENCE - MR. & MRS. R. C. AUTCHINWOOD
 1000 1st St. N.E.
 ALBUQUERQUE, N.M.

College Academic Programs, Enrollment, Tuition



15 Fastest Growing Programs Offered @ BHC

| Description | 2014 Jobs | 2020 Jobs | Change | % Change | Annual Openings | Median Hourly Earnings |
|---|-----------|-----------|--------|----------|-----------------|------------------------|
| Heavy and Tractor-Trailer Truck Drivers (Truck Driving 490205) | 753 | 880 | 127 | 16.87% | 34 | \$16.80 |
| Registered Nurses (Nursing Associate Degree 513801) | 1,738 | 1,846 | 108 | 6.21% | 56 | \$25.62 |
| Nursing Assistants (Basic Nursing Assistant Training Program 513902) | 1,303 | 1,381 | 78 | 5.99% | 41 | \$10.19 |
| Secretaries & Administrative Assistants, Except Legal, Medical, and Executive (Administrative Assisting 520401) | 1,166 | 1,231 | 65 | 5.57% | 25 | \$13.51 |
| Construction Laborers (Apprenticeship Construction Laborer 460402) | 740 | 797 | 57 | 7.70% | 26 | \$16.10 |
| Bookkeeping, Accounting, and Auditing Clerks (Accounting Clerk 520302) | 949 | 1,005 | 56 | 5.90% | 18 | \$14.10 |
| Industrial Machinery Mechanics (Apprentice Machine Repair 470303) | 414 | 462 | 48 | 11.59% | 21 | \$21.59 |
| Carpenters (Carpenter Apprenticeship 460201) | 528 | 574 | 46 | 8.71% | 15 | \$20.25 |
| Accountants and Auditors (Accounting Specialist 520301) | 583 | 627 | 44 | 7.55% | 25 | \$26.13 |
| First-Line Supervisors of Food Preparation and Serving Workers (Culinary Arts Apprenticeship 120504) | 704 | 745 | 41 | 5.82% | 28 | \$12.12 |
| Licensed Practical and Licensed Vocational Nurses (Practical Nursing 513901) | 540 | 578 | 38 | 7.04% | 20 | \$17.76 |
| Computer Systems Analysts (Network Technician 110901) | 153 | 190 | 37 | 24.18% | 9 | \$81.40 |
| Medical Secretaries (Medical Billing Specialist Certificate 510714) | 209 | 243 | 34 | 16.27% | 9 | \$13.81 |
| Medical Assistants (Medical Assisting 510801) | 282 | 316 | 34 | 12.06% | 11 | \$10.50 |
| Machinists (Apprentice Machinist 480501) | 891 | 924 | 33 | 3.70% | 27 | \$19.82 |

Fastest Growing Programs* Nationwide Not Offered @ BHC

| Description | 2014 Jobs | 2020 Jobs | Change | % Change | Annual Openings | Median Hourly Earnings |
|--|--------------|--------------|--------|----------|--------------------|------------------------------|
| Home Health Aides (51.2602) | 309 | 364 | 55 | 17.80% | 16 | \$9.53 |
| Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (52.1801) | 996 | 1,048 | 52 | 5.22% | 29 | \$24.30 |
| Customer Service Representatives (52.0411) | 2,106 | 2,154 | 48 | 2.28% | 66 | \$13.10 |
| Teacher Assistants (13.1501) | 630 | 676 | 46 | 7.30% | 22 | \$9.36 |
| Bartenders (12.0502) | 666 | 711 | 45 | 6.76% | 33 | \$8.93 |
| Personal Care Aides (51.2602) | 322 | 360 | 38 | 11.80% | 9 | \$9.42 |
| Insulation Workers, Mechanical (46.0414) | 91 | 127 | 36 | 39.56% | 7 | \$27.66 |
| Cooks, Restaurant (12.0503) | 486 | 522 | 36 | 7.41% | 18 | \$9.36 |
| Maintenance and Repair Workers, General (46.0401) | 832 | 859 | 27 | 3.25% | 21 | \$18.37 |
| Medical and Clinical Laboratory Technicians (51.100X) | 390 | 417 | 27 | 6.92% | 16 | \$16.38 |
| Receptionists and Information Clerks (52.0406) | 480 | 506 | 26 | 5.42% | 18 | \$11.25 |
| Loan Officers (52.0809) | 208 | 231 | 23 | 11.06% | 8 | \$27.35 |
| Pharmacy Technicians (51.0805) | 419 | 441 | 22 | 5.25% | 8 | \$12.69 |
| Parts Salespersons (52.1907) | 290 | 307 | 17 | 5.86% | 10 | \$21.58 |
| Computer-Controlled Machine Tool Operators, Metal and Plastic (48.0503) | 162 | 178 | 16 | 9.88% | 8 | \$11.11 |

* Requiring an Associate's Degree or less postsecondary education or training

15 Slowest Growing Programs Offered @ BHC

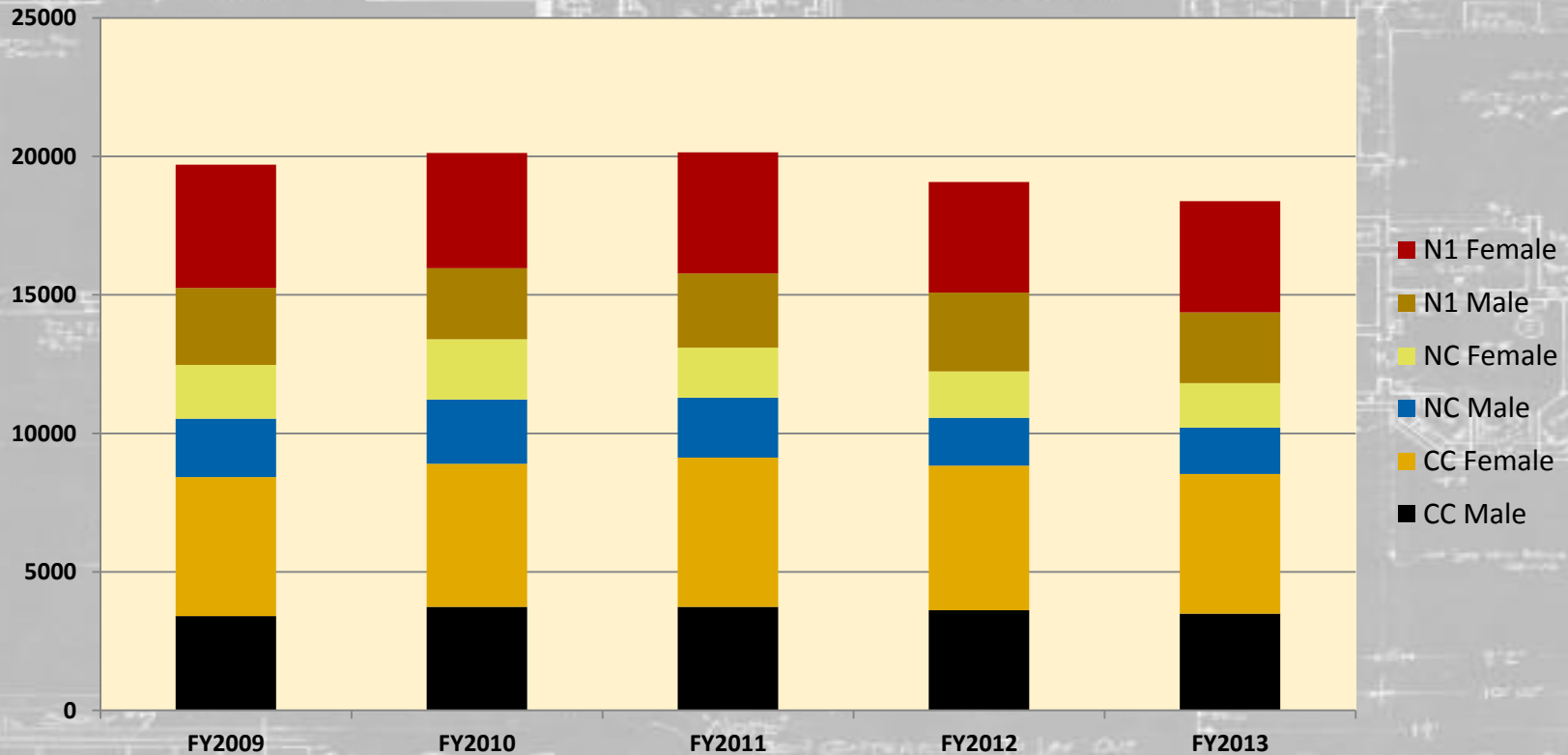
| Description | 2014 Jobs | 2020 Jobs | Change | % Change | Annual Openings | Median Hourly Earnings |
|---|--------------|--------------|--------|----------|--------------------|------------------------------|
| Electricians (Apprenticeship Electrical Construction 460302) | 278 | 245 | (33) | (11.87%) | 6 | \$33.89 |
| Plumbers, Pipefitters, and Steamfitters (Apprenticeship Pipe Trades 460502) | 253 | 228 | (25) | (9.88%) | 5 | \$31.84 |
| Data Entry Keyers (Business Information Technology 520407) | 134 | 116 | (18) | (13.43%) | 1 | \$12.17 |
| Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic (Apprentice Machinist 480501) | 77 | 61 | (16) | (20.78%) | 1 | \$12.26 |
| Milling and Planning Machine Setters, Operators, and Tenders, Metal and Plastic (Apprentice Machinist 480501) | 171 | 159 | (12) | (7.02%) | 3 | \$16.99 |
| Executive Secretaries and Executive Administrative Assistants (Administrative Assisting 520401) | 451 | 444 | (7) | (1.55%) | 6 | \$19.00 |
| Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic (Apprentice Machinist 480501) | 144 | 137 | (7) | (4.86%) | 3 | \$16.06 |
| Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic (Apprentice Machinist 480501) | 53 | 47 | (6) | (11.32%) | 1 | \$11.08 |
| Bus Drivers, School or Special Client (Truck Driving 490205) | 193 | 188 | (5) | (2.59%) | 5 | \$10.99 |
| Legal Secretaries (Legal Office Professional 220301) | 90 | 85 | (5) | (5.56%) | 1 | \$14.50 |
| Tool and Die Makers (Apprentice Tool & Die Maker 480507) | 120 | 115 | (5) | (4.17%) | 1 | \$22.88 |
| Layout Workers, Metal and Plastic (Apprentice Machinist 480501) | 29 | 26 | (3) | (10.34%) | 1 | \$13.86 |
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers (Heating, Ventilating, & Air Conditioning 470201) | 79 | 76 | (3) | (3.80%) | 3 | \$25.47 |
| Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (Apprentice Sheet Metal 480506) | 149 | 146 | (3) | (2.01%) | 2 | \$11.56 |
| Medical Transcriptionists (Medical Transcription 510708) | 82 | 80 | (2) | (2.44%) | 2 | \$10.51 |

Characteristics of BHC Students



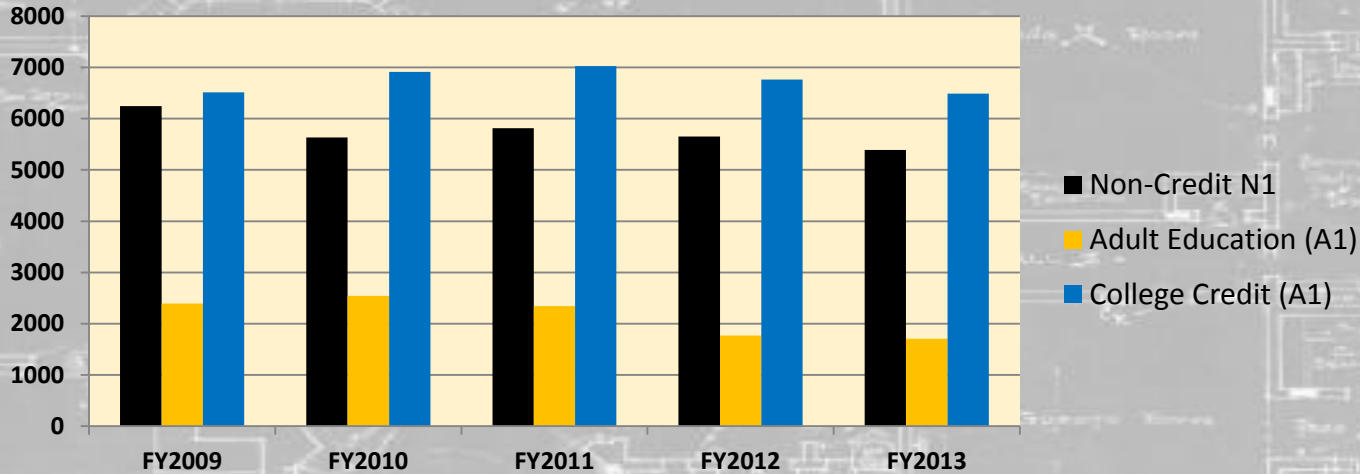
Who is the BHC Student?

All Students By Gender by Level

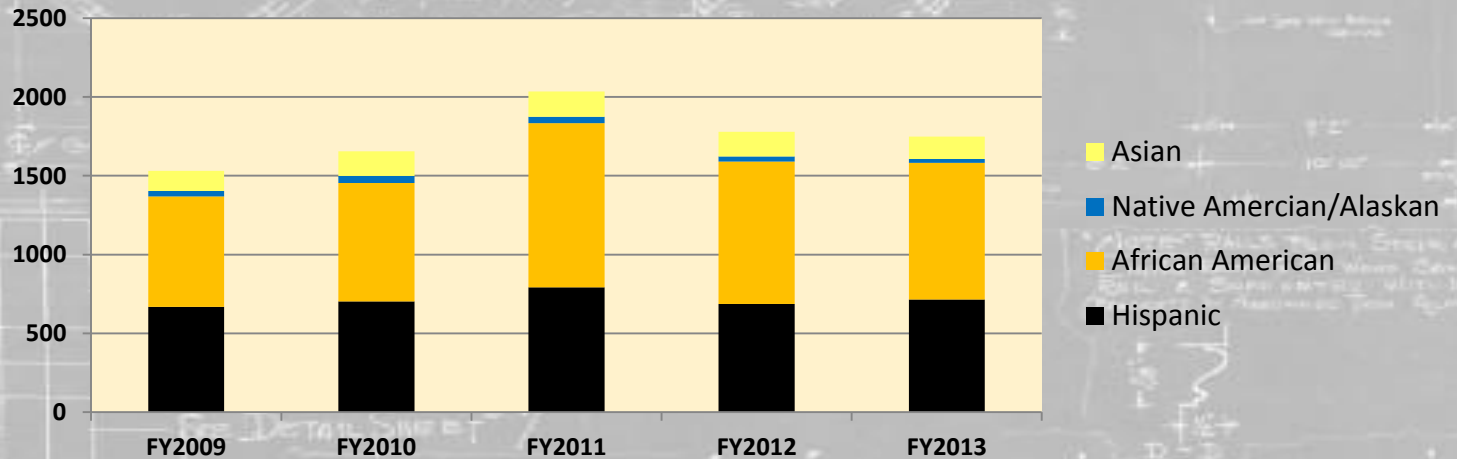


Who is the BHC Student?

White-Non Hispanic Students

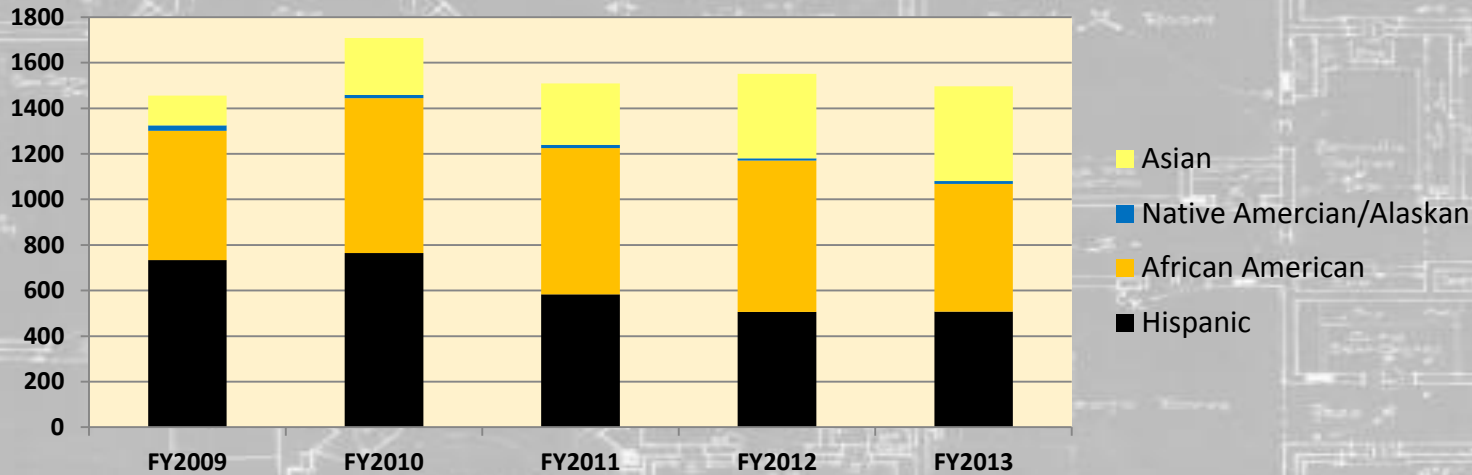


College Credit Students (A1) by Ethnicity

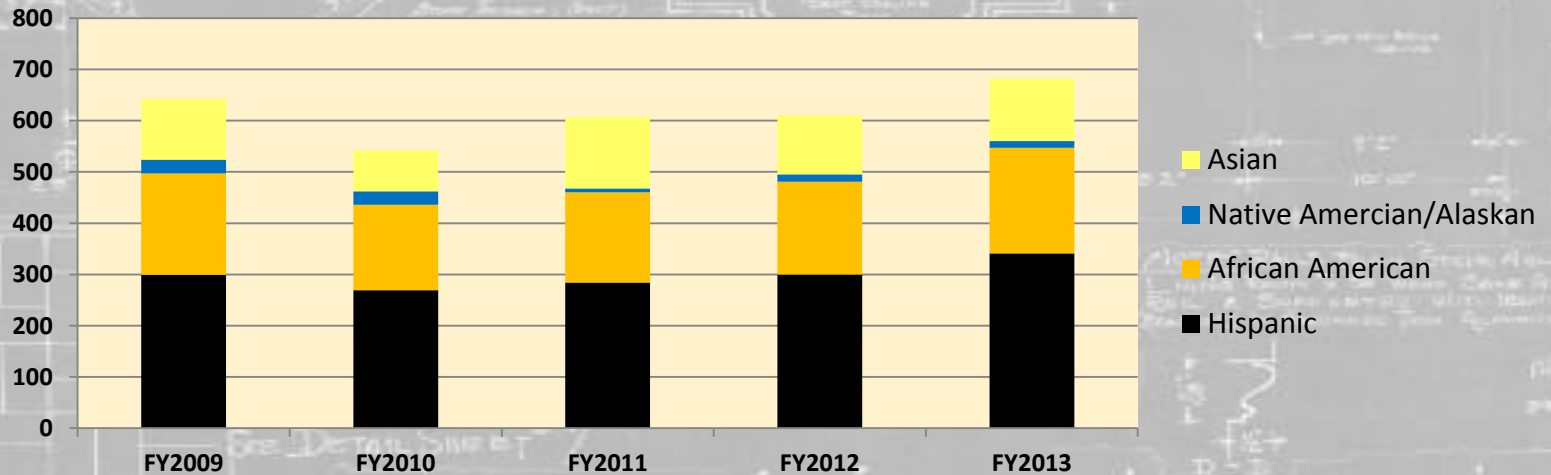


Who is the BHC Student?

Adult Education (A1) Students, by Ethnicity

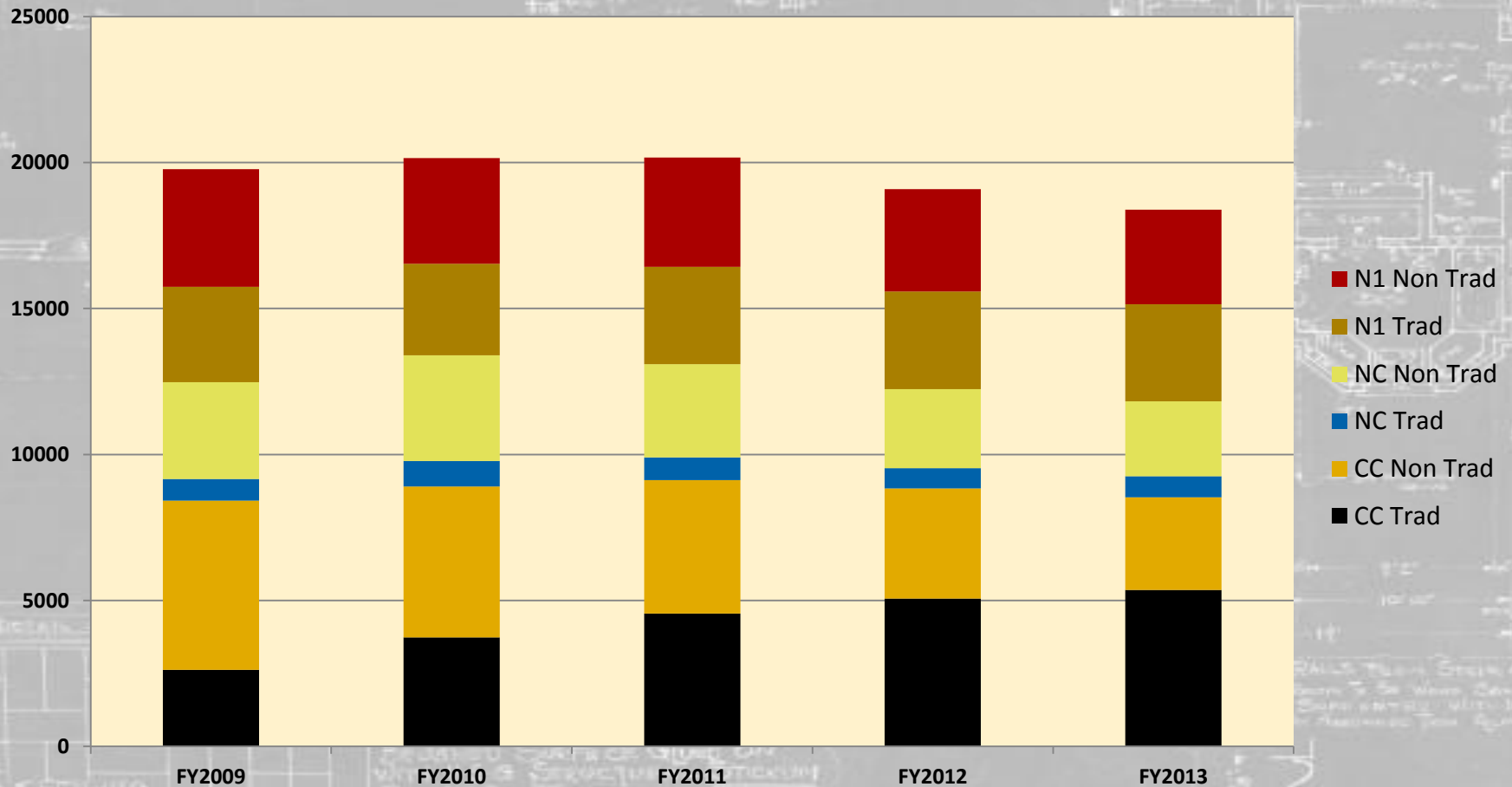


Non-Credit (N1) Students, by Ethnicity



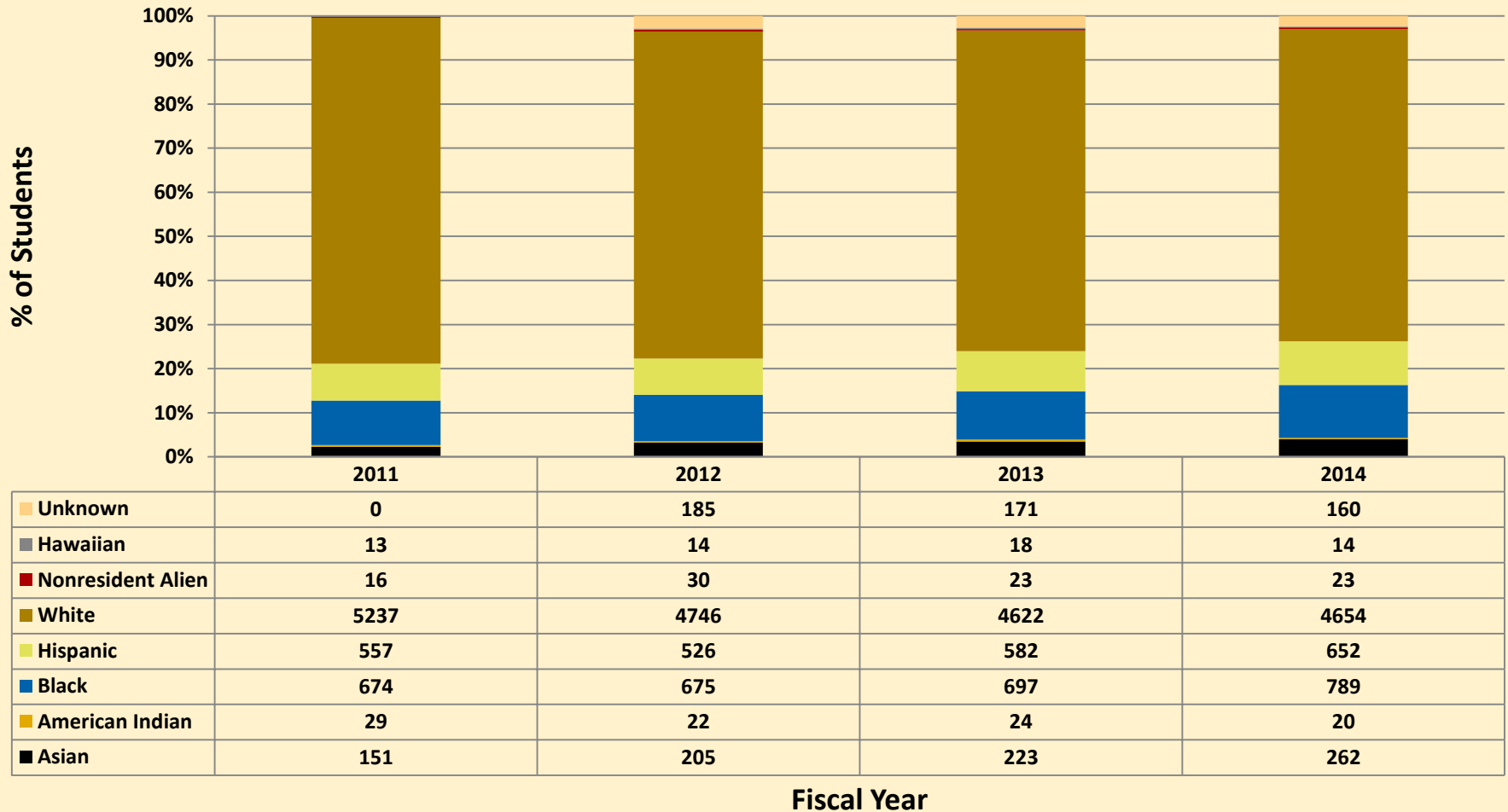
Who is the BHC Student?

All Students Traditional Vs Non Traditional By Level



Who is the BHC Student?

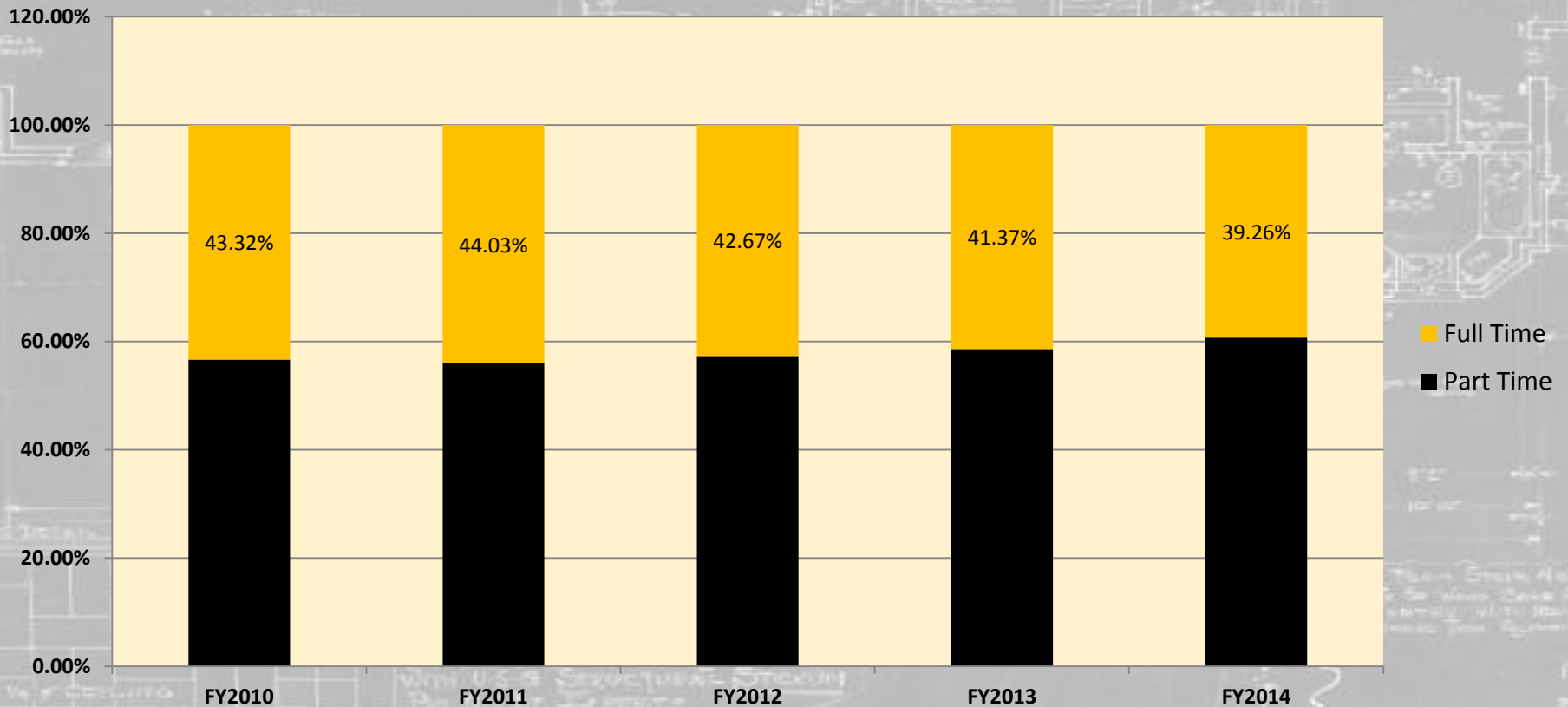
Fall Tenth Day Student Ethnicity



Who is the BHC Student?

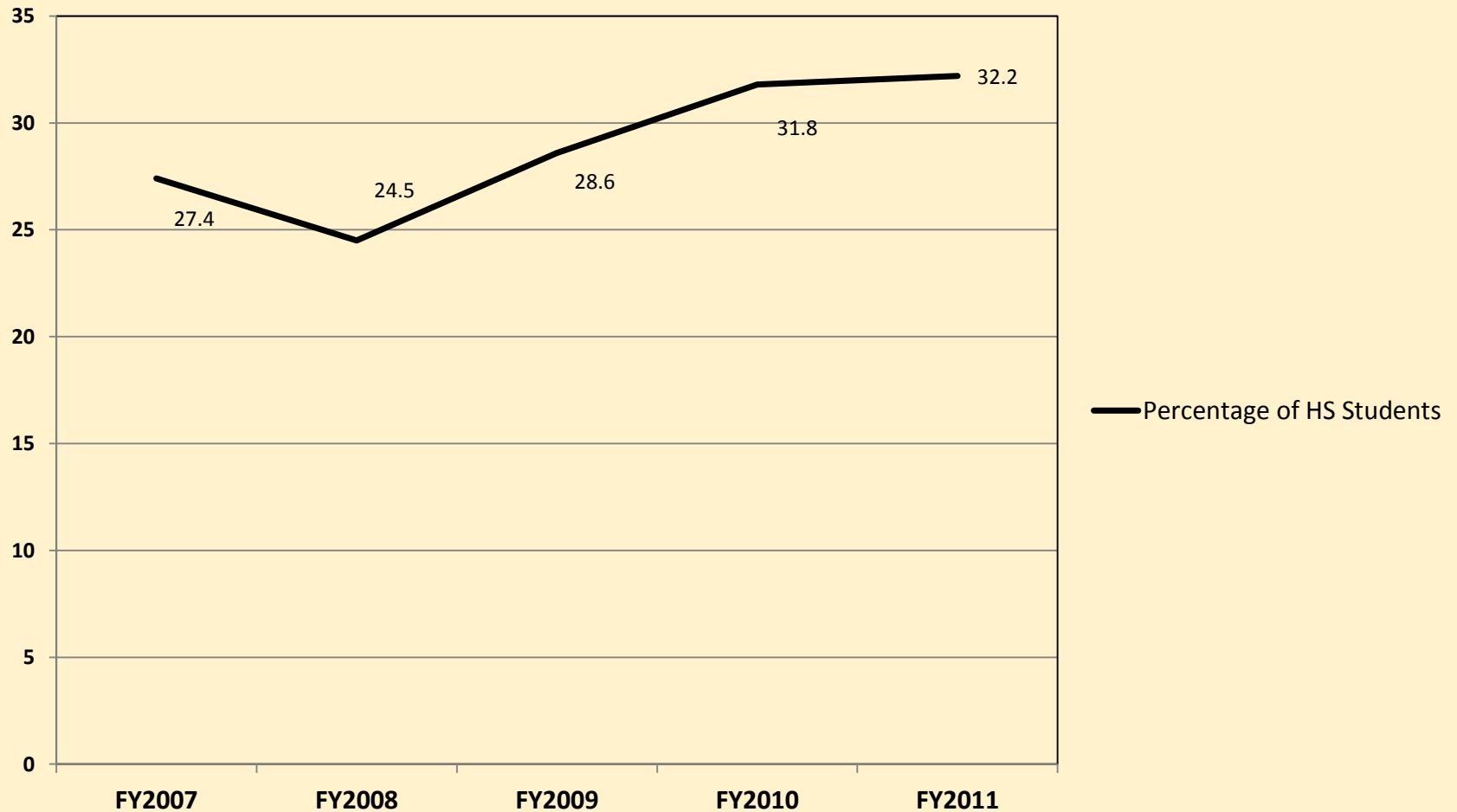
Enrollment Status

Percentage of BHC students by Enrollment Status



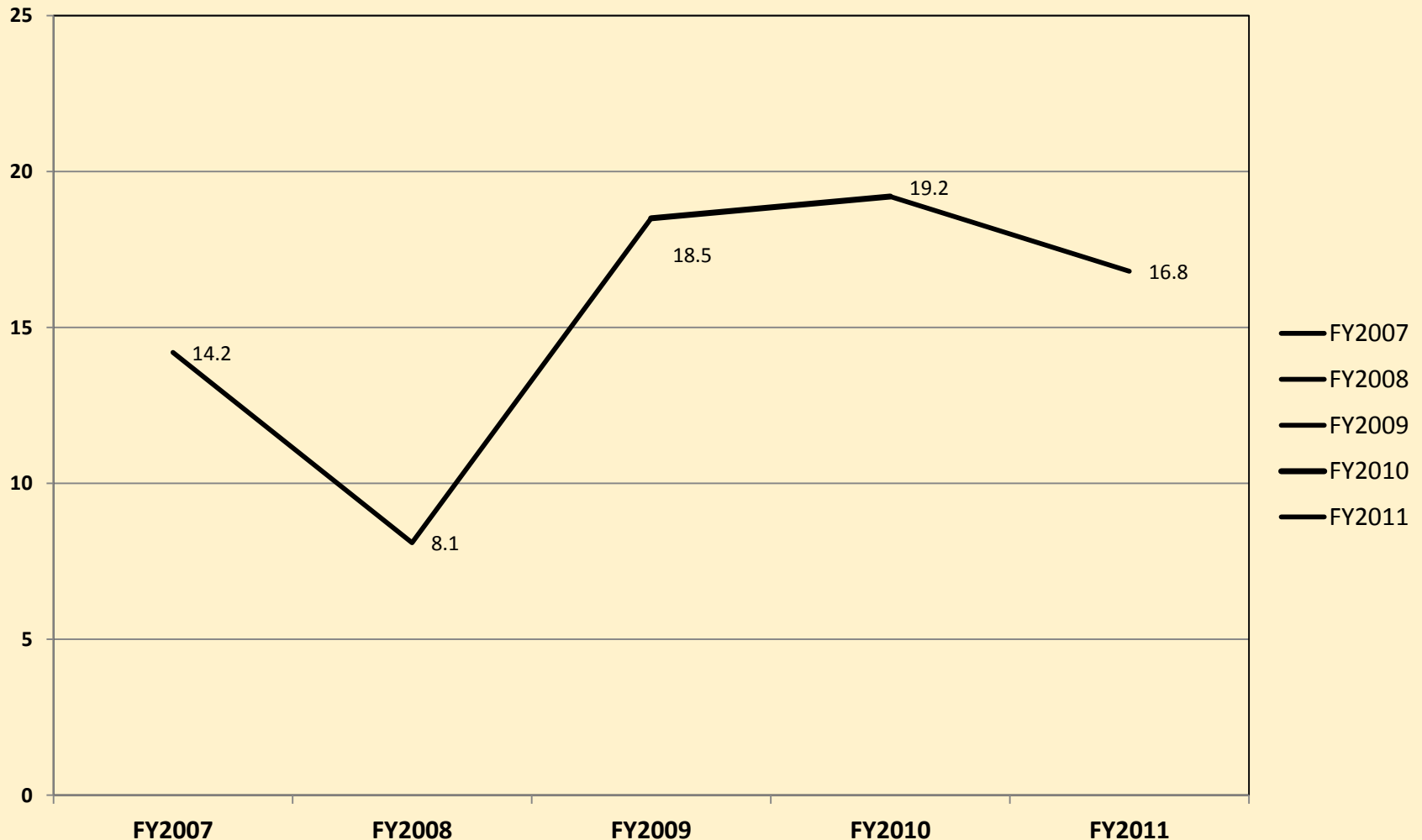
Who is the BHC Student?

Percentage of Area High School Graduates that Attend BHC in the Fall



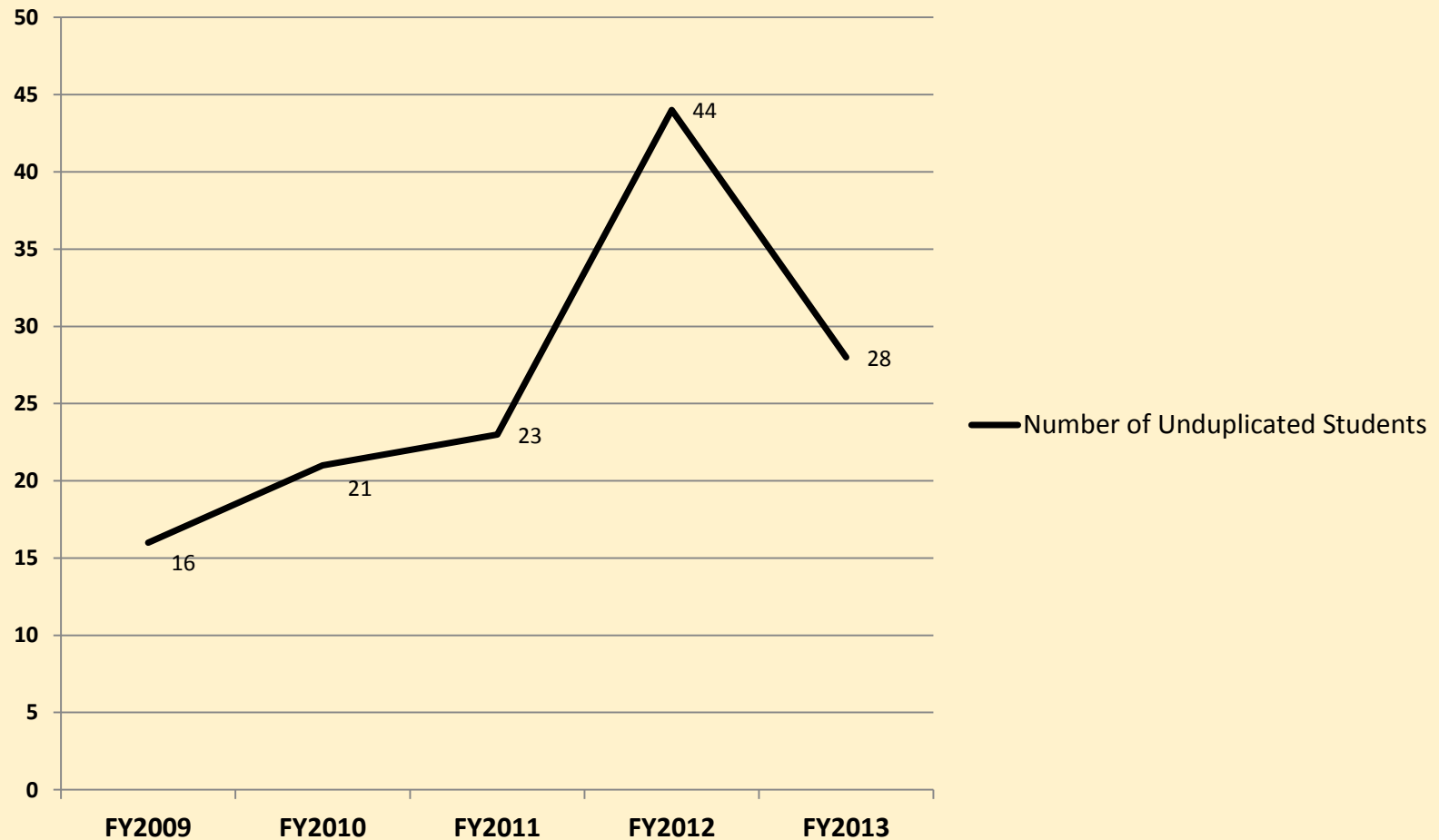
Who is the BHC Student?

Percentage of Top 10% Ranked High School Graduates that Attend BHC in the Fall



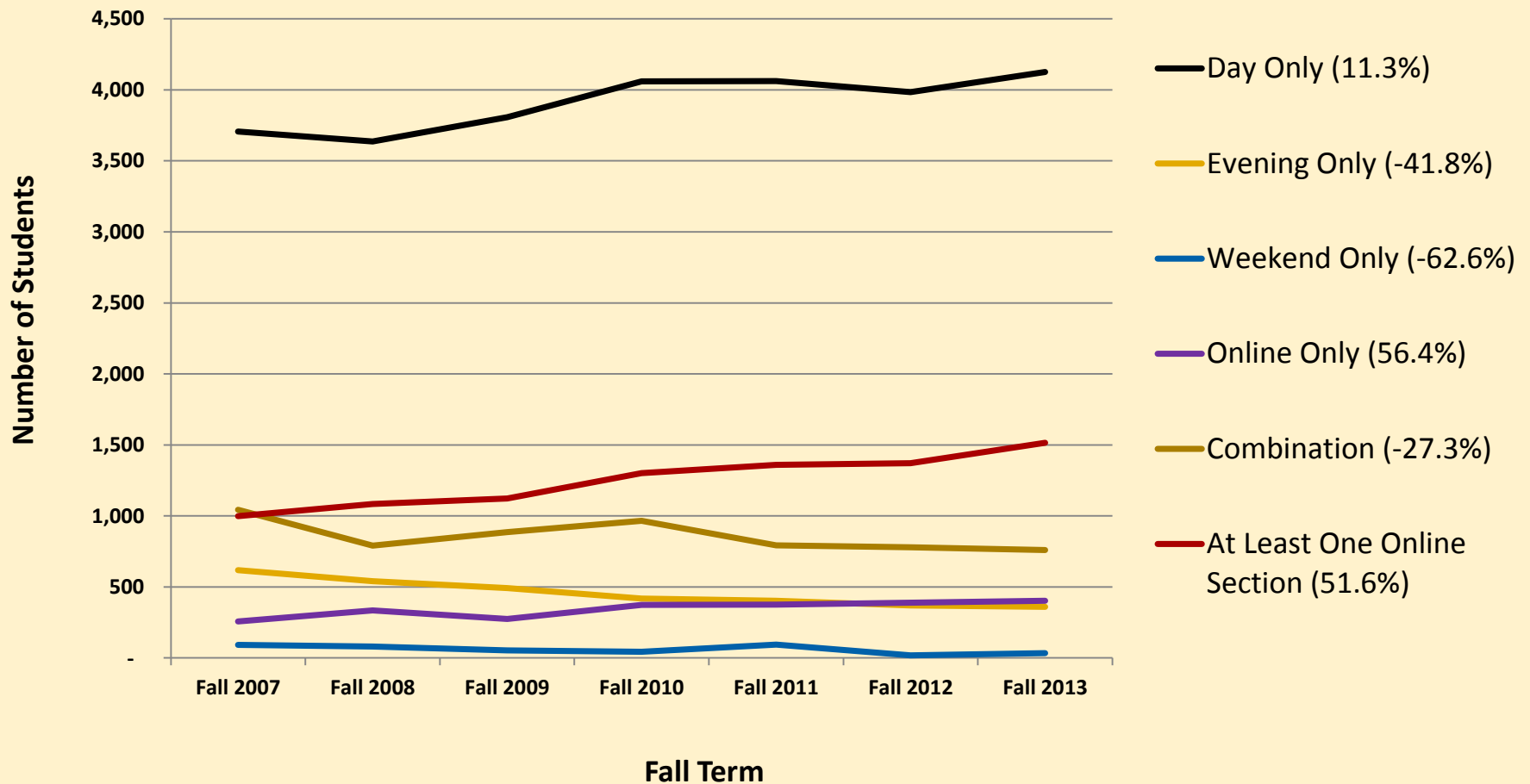
Who is the BHC Student?

Number of Full-time International Students Attending Black Hawk College,
By Fiscal Year

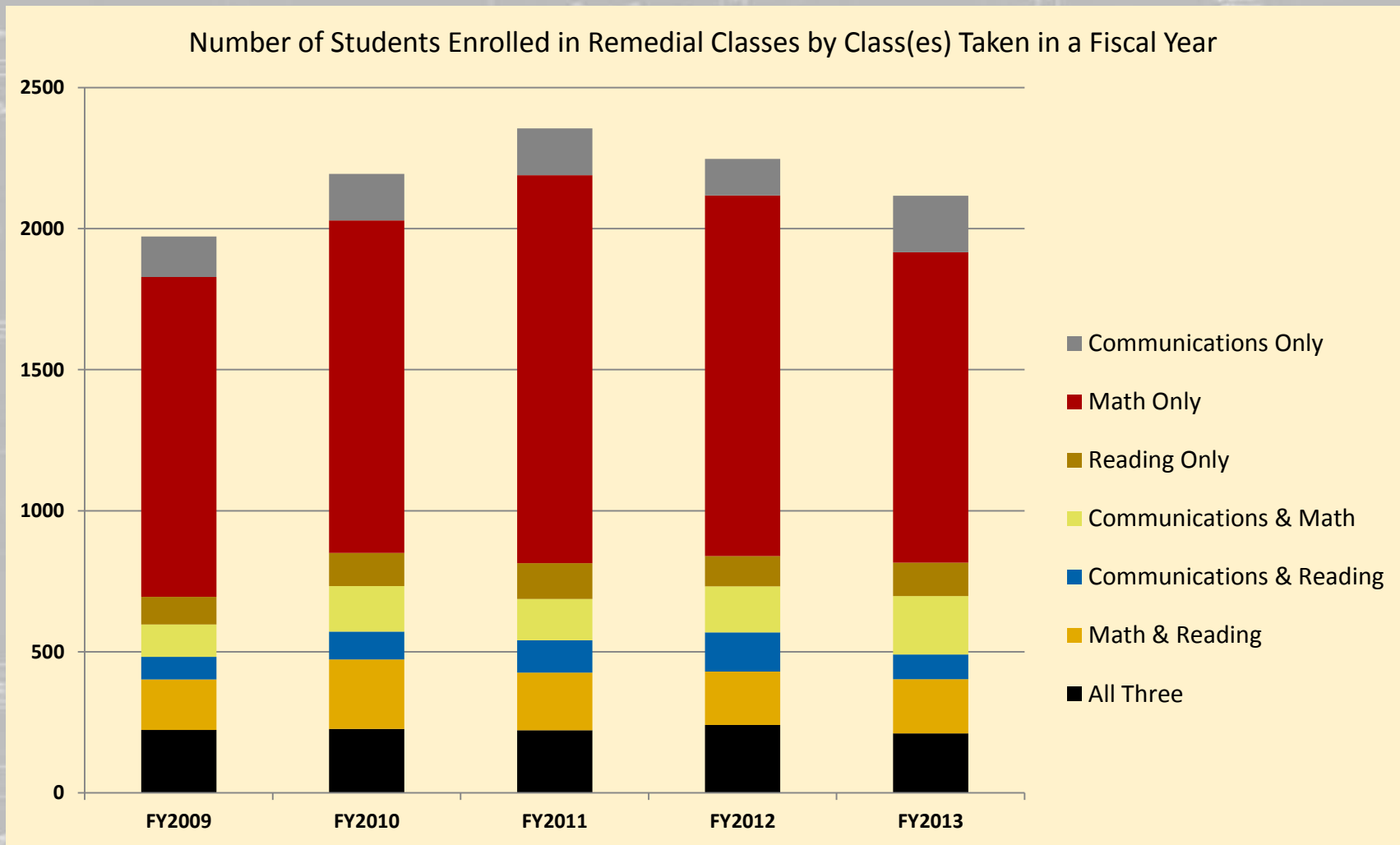


When Do Students Attend?

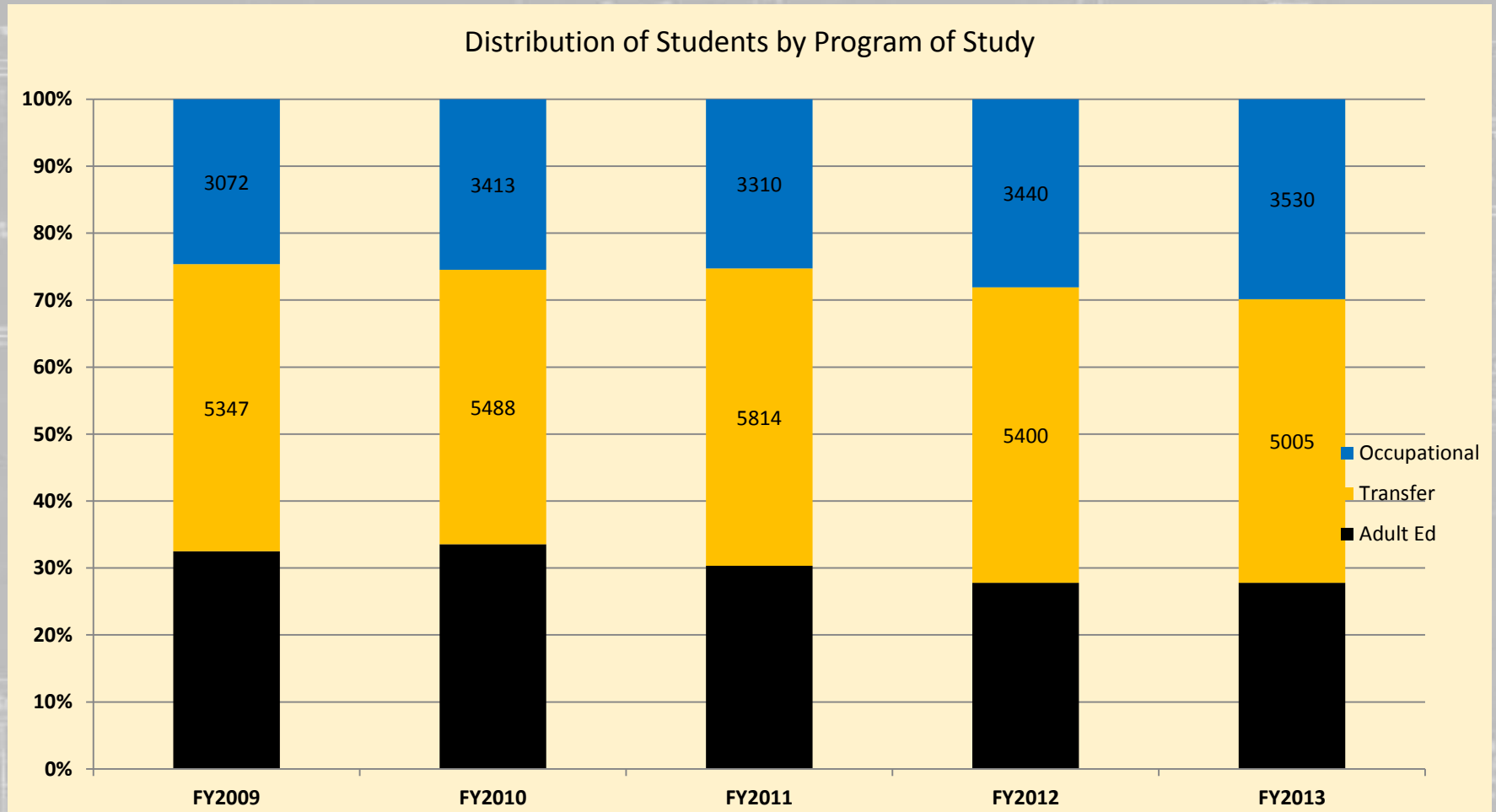
Who Are Our College Credit Students? -- When Do They Attend Class?

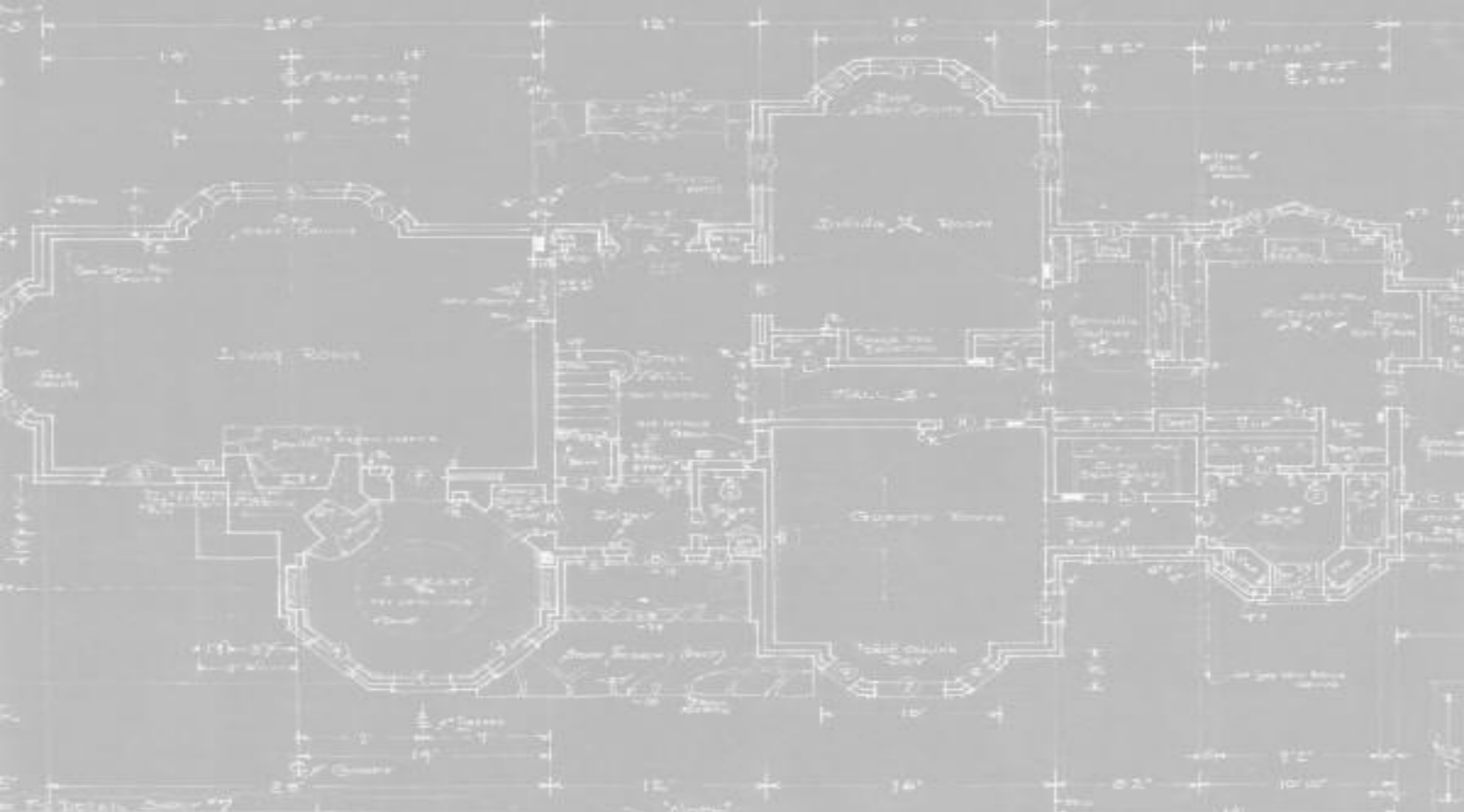


What Are Students Enrolling In?



What Are Students Enrolling In?





LIVING ROOM CEILING
 To be covered with
 U.S.G. WATERWOOD
 TOO THICKLY INSULATING THE
 PEASANT SURFACE GIVE ON
 WITH U.S.G. STRUCTURAL STICKUM
 PUT ON BY EXPERTS
 SEE DETAIL SHEET 7

NOTE: EXTRACTOR TO LAY OUT
 AND LURE FOR DUB EXTRACTORS

*NOTE: RAILS FROM GREEN ALUM. P.
 LIVING ROOM TO BE WOOD CASE AC. 3
 BATH & BATH ENTRY WITH 1000 P.P.
 (EXCEPT BY ALUMINUM FROM ALUMINUM)



RESIDENCE - MR. & MRS. R. C. AUTCHINWOOD

Student Progress



Student Progress Toward Achievement

Developmental Math to College Math Retention and Success

Of the 154 students that passed (A,B,C,P) the highest-level developmental Math courses:

- **120 (77.92%) enrolled in a related college-level math course**
 - **Of those 120 students, 104 (86.4%) received a grade (A,B,C,D,F,P)**
 - **Of those 104 students, 81 (77.88%) received a passing grade (A,B,C,P)**

Therefore, 81 (56.6%) of the original 154 students passed both their highest developmental math course and their first college-level math course.

Student Progress Toward Achievement

Developmental Writing to College Writing Retention and Success

Of the 122 students that passed (A,B,C,P) the highest-level developmental Writing courses:

- **99 (81.1%) enrolled in a related college-level math course**
 - **Of those 99 students, 76 (76.8%) received a grade (A,B,C,D,F,P)**
 - **Of those 76 students, 53 (69.7%) received a passing grade (A,B,C,P)**

Therefore, 53 (43.4%) of the original 122 students passed both their highest developmental math course and their first college-level math course.

Student Progress Toward Achievement

Credit Developmental Course Retention

| | <u>BHC 2014</u> | <u>BHC 2013</u> | <u>Median</u> | <u>75th</u> | <u>90th</u> |
|----------------|-----------------|-----------------|---------------|-------------|-------------|
| Math | 60.23% | 54.78% | 84.93% | 89.20% | 94.24% |
| Writing | 72.53% | 55.81% | 87.47% | 91.07% | 95.08% |
| Reading | 60.73% | 59.49% | 87.93% | 92.47% | 95.87% |

Retention = Students Receiving a Grade
/ (Students receiving a Grade + Students who withdrew after 10th day)

Student Progress Toward Achievement

Credit Developmental Enrollee Success

| | <u>BHC 2014</u> | <u>BHC 2013</u> | <u>Median</u> | <u>75th</u> | <u>90th</u> |
|----------------|-----------------|-----------------|---------------|-------------|-------------|
| Math | 49.46% | 49.16% | 56.67% | 63.85% | 69.66% |
| Writing | 66.98% | 53.55% | 64.37% | 70.13% | 75.43% |
| Reading | 60.73% | 59.49% | 66.12% | 72.42% | 78.66% |

**Enrollee Success = Students Receiving a Passing Grade
/ (Students receiving a Grade + Students who withdrew after 10th day)**

Student Progress Toward Achievement

Credit Developmental Completer Success

| | <u>BHC 2014</u> | <u>BHC 2013</u> | <u>Median</u> | <u>75th</u> | <u>90th</u> |
|----------------|-----------------|-----------------|---------------|-------------|-------------|
| Math | 82.12% | 89.74% | 68.28% | 74.38% | 80.63% |
| Writing | 92.34% | 95.95% | 73.74% | 81.45% | 87.44% |
| Reading | 100.00% | 100.00% | 75.80% | 82.50% | 89.23% |

Completer Success = Students with Passing Grade (a,b,c,p) / Students with a Grade

Student Progress Toward Achievement

Credit Developmental Success in College Level Course

| | <u>BHC 2013</u> | <u>Median</u> | <u>75th</u> | <u>90th</u> |
|----------------|-----------------|---------------|-------------|-------------|
| Math | 70.37% | 65.65% | 73.06% | 79.71% |
| Writing | 55.96% | 71.09% | 77.31% | 82.10% |

Student Progress Toward Achievement

Credit Student Fall to Fall Persistence

| | Fall '09-SP '10 | Fall '10-SP'11 | Fall'11-SP'12 | Fall'12-SP'13 |
|---|-----------------|----------------|---------------|---------------|
| BHC Persistence Rate | 69.42% | 69.34% | 69.44% | 70.32% |
| NCCBP - High Performing CC - top 10% | 78.86% | 77.78% | 78.34% | |
| NCCBP - Median | 71.80% | 71.56% | 71.70% | |
| NCCBP - Lowest CC - bottom 10% | 61.92% | 61.81% | 64.16% | |

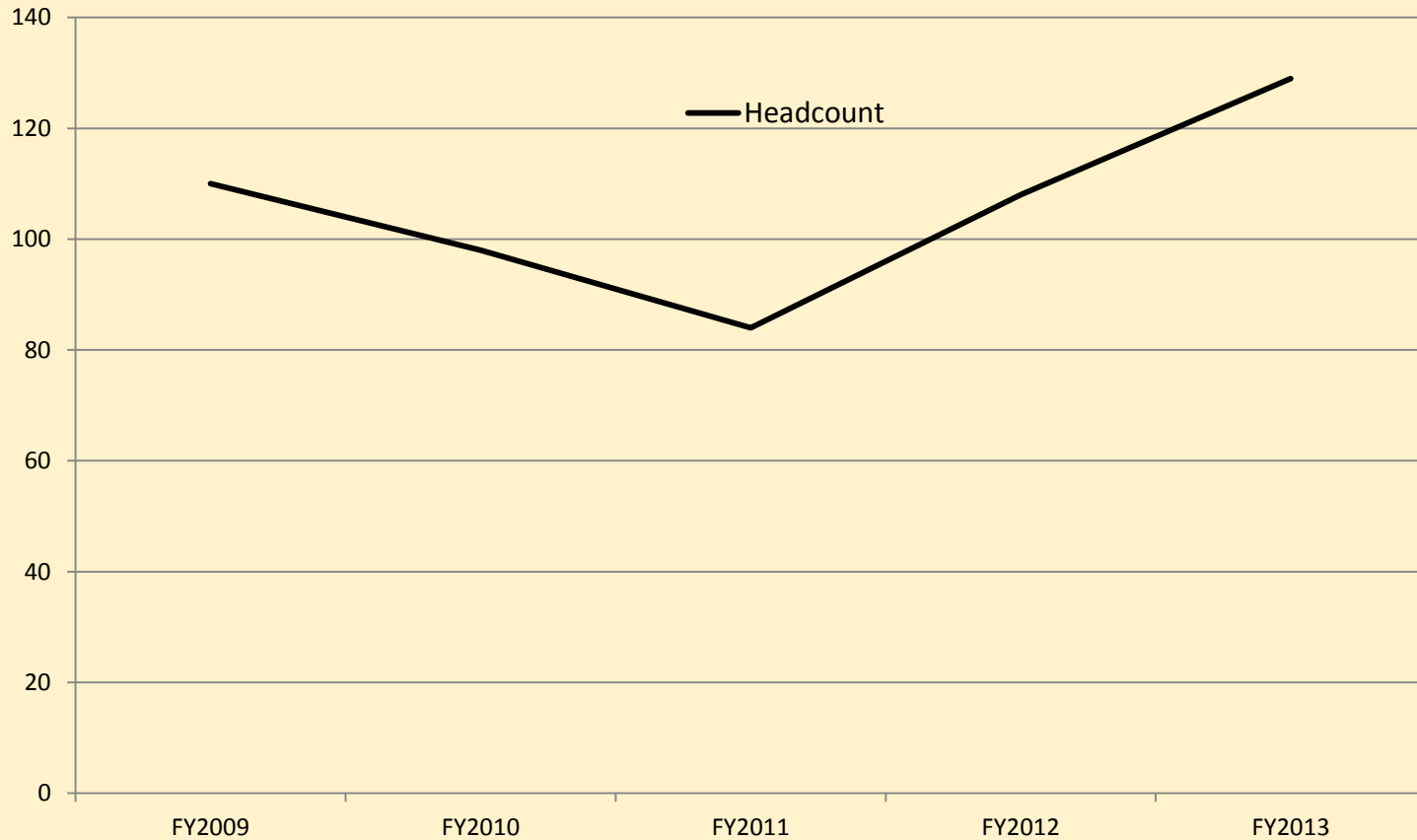
Student Progress Toward Achievement

Credit Student Next Term Retention

| | Fall '09-SP '10 | Fall '10-SP'11 | Fall'11-SP'12 | Fall'12-SP'13 |
|---|-----------------|----------------|---------------|---------------|
| BHC Persistence Rate | 39.52% | 39.01% | 43.24% | 44.96% |
| NCCBP - High Performing CC - top 10% | 55.04% | 56.20% | 55.79% | 54.52% |
| NCCBP - Median | 48.03% | 49.73% | 49.50% | 48.44% |
| NCCBP - Lowest CC - bottom 10% | 38.60% | 40.57% | 42.56% | 40.36% |

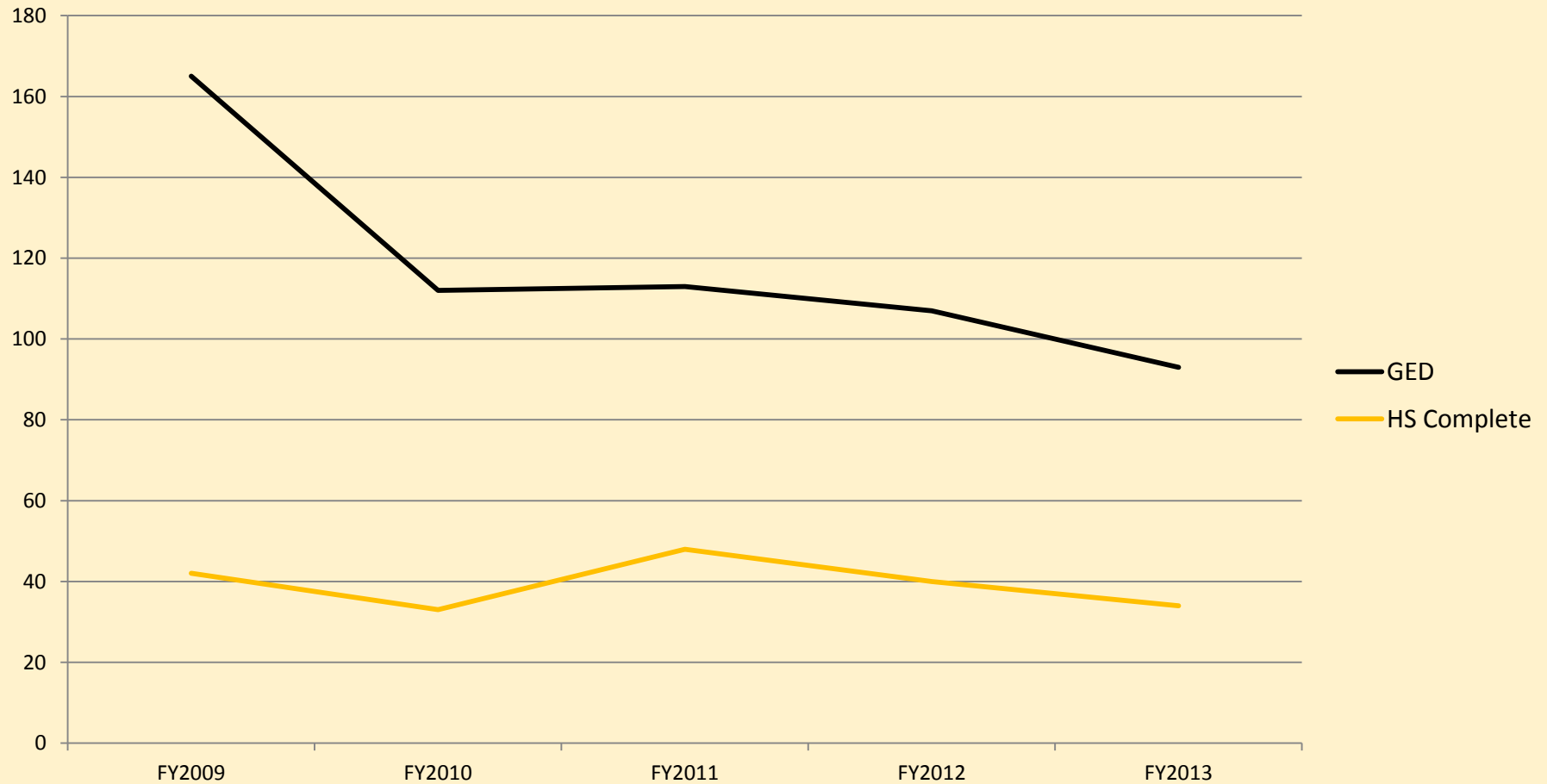
Student Progress Toward Achievement

Student Progress Toward Achievement:
Minority Student Completions



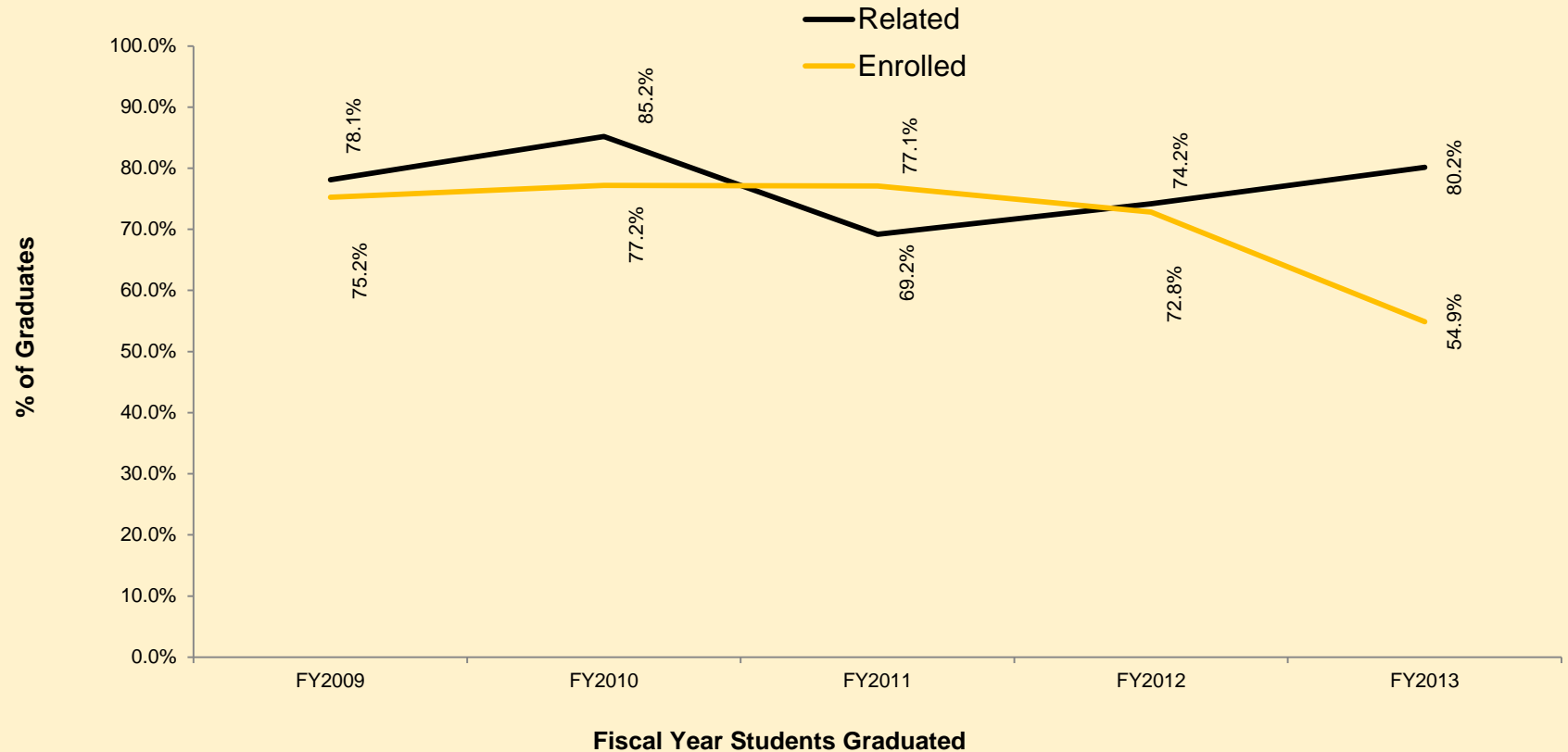
Student Progress Toward Achievement

Number of Adult Education Students Awarded with a GED or
Completing High School Requirements



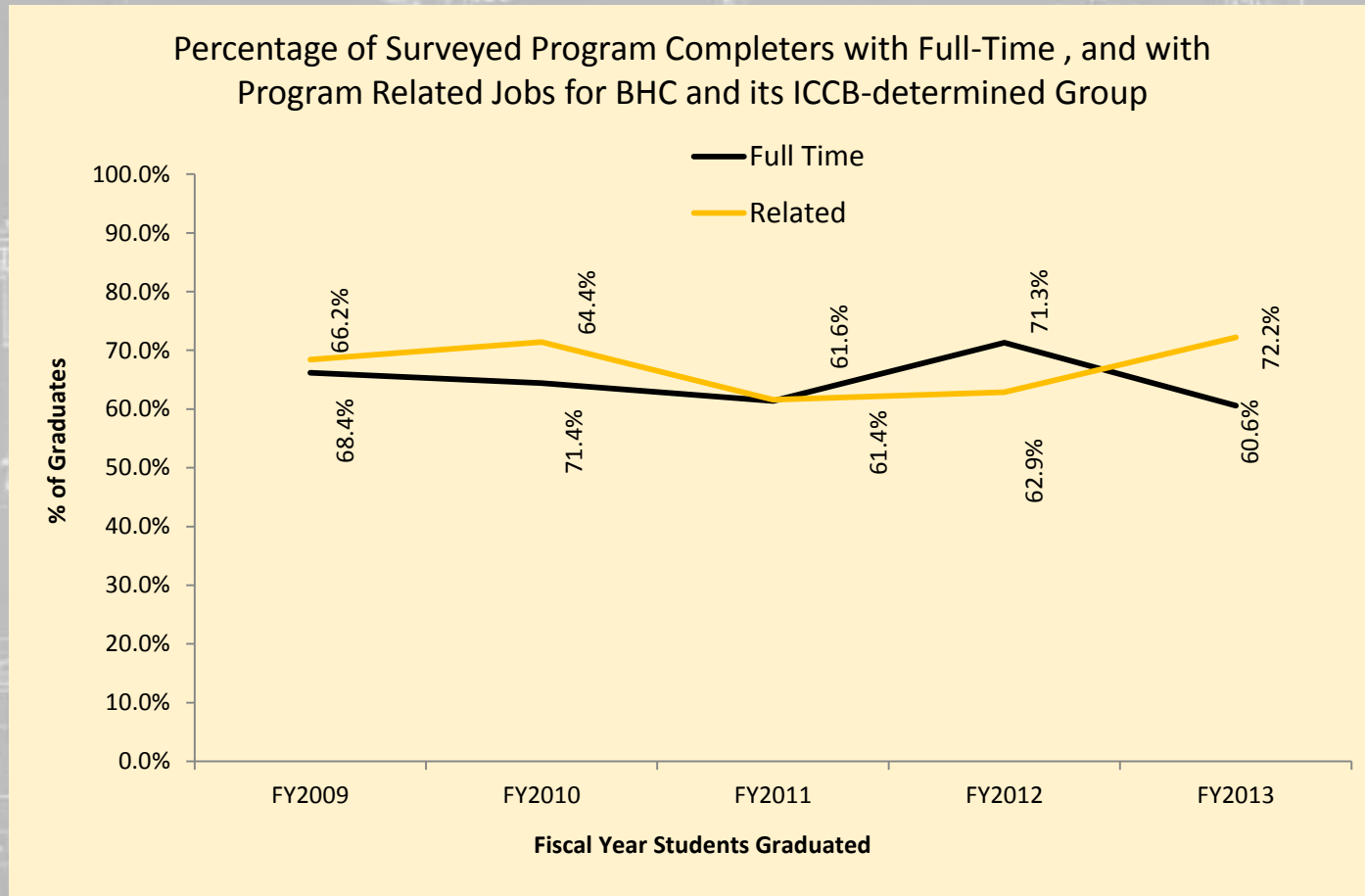
Student Progress Toward Achievement

Percentage of Occupational Graduates with Program Related Jobs and Transfer Graduates Enrolled in a Four-Year College/University



Student Progress

Graduate Employment

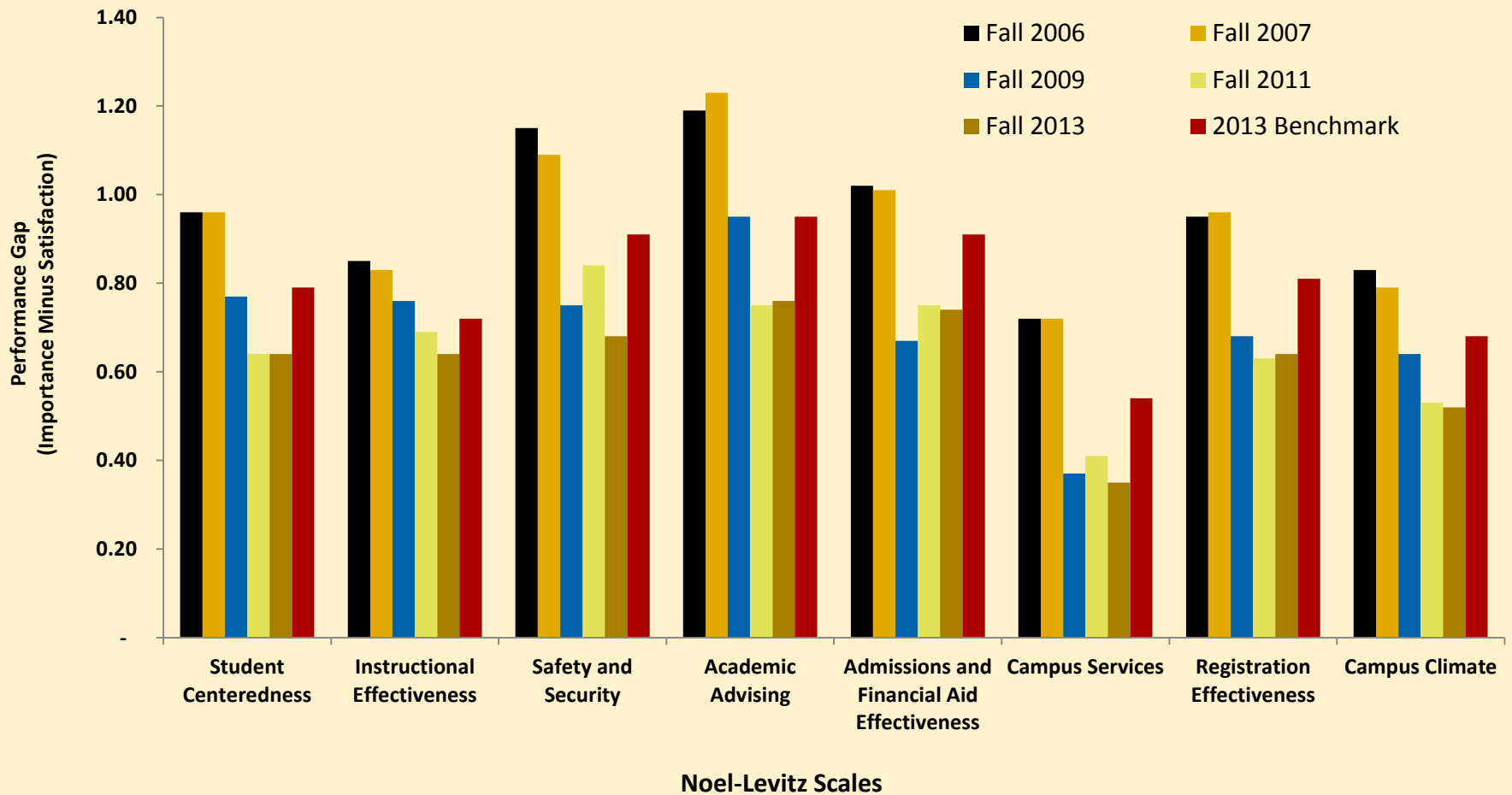


Student Experiences & Engagement



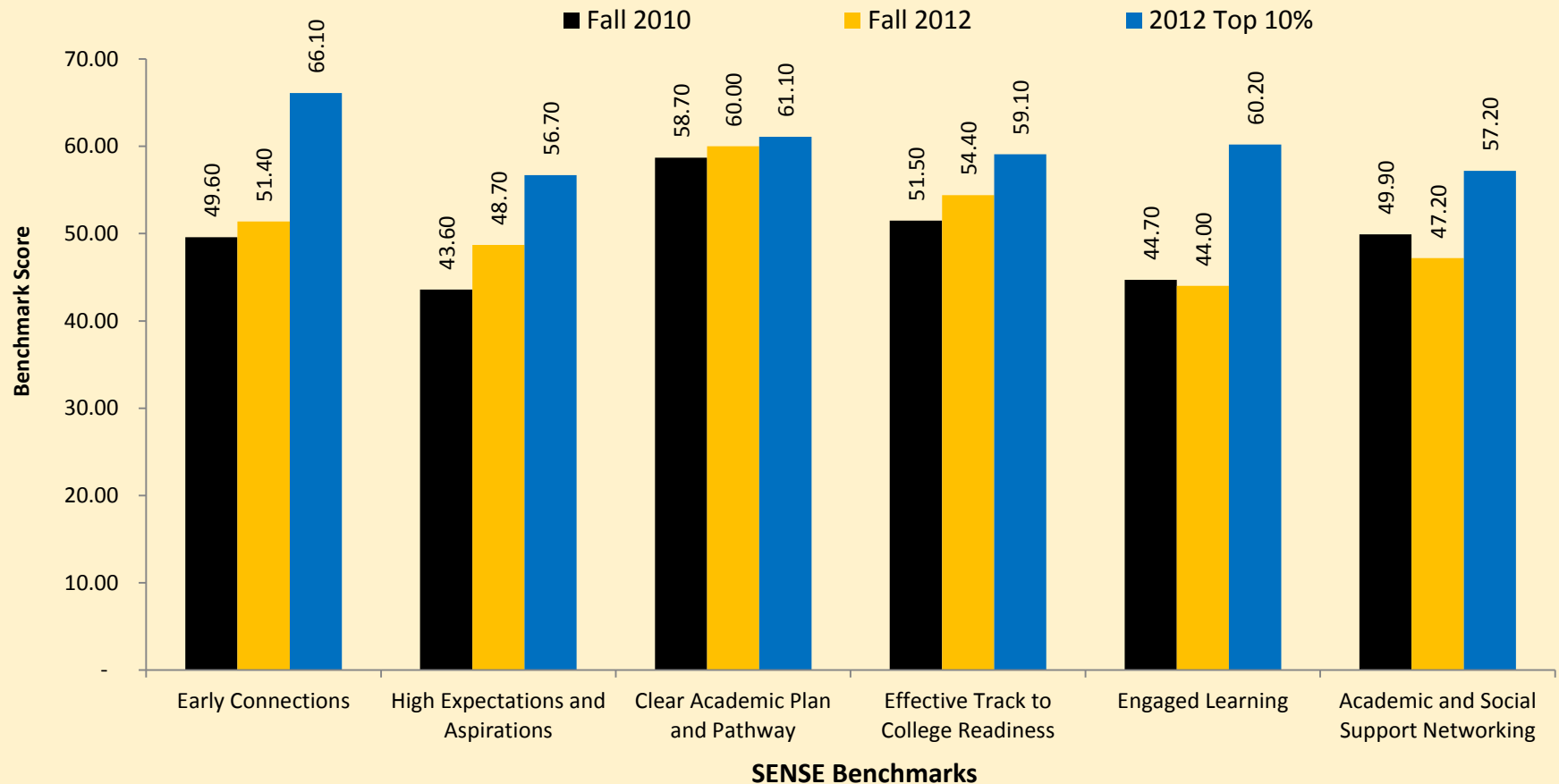
Excellence in Learner Experience

Noel-Levitz Student Satisfaction Inventory Results:
Performance Gap: Importance compared to Satisfaction



Learning Environment: Student Engagement

Survey of Entering Student Engagement Results
Scores Based on a Standardized Measurement of 50

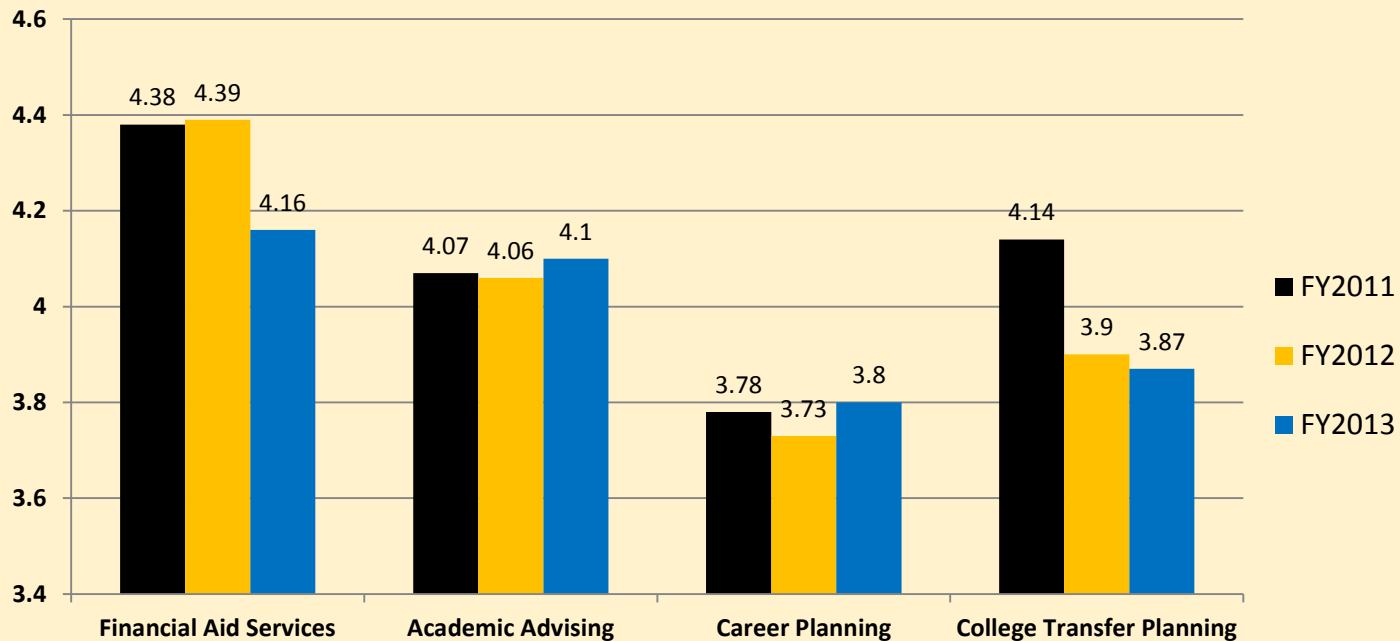


Graduate Follow-up Survey

- Every Year the College is required by the Illinois Community College Board (ICCB) to survey identified occupational graduates.
- The College has decided to survey all students graduating from BHC, including those students in transfer programs.

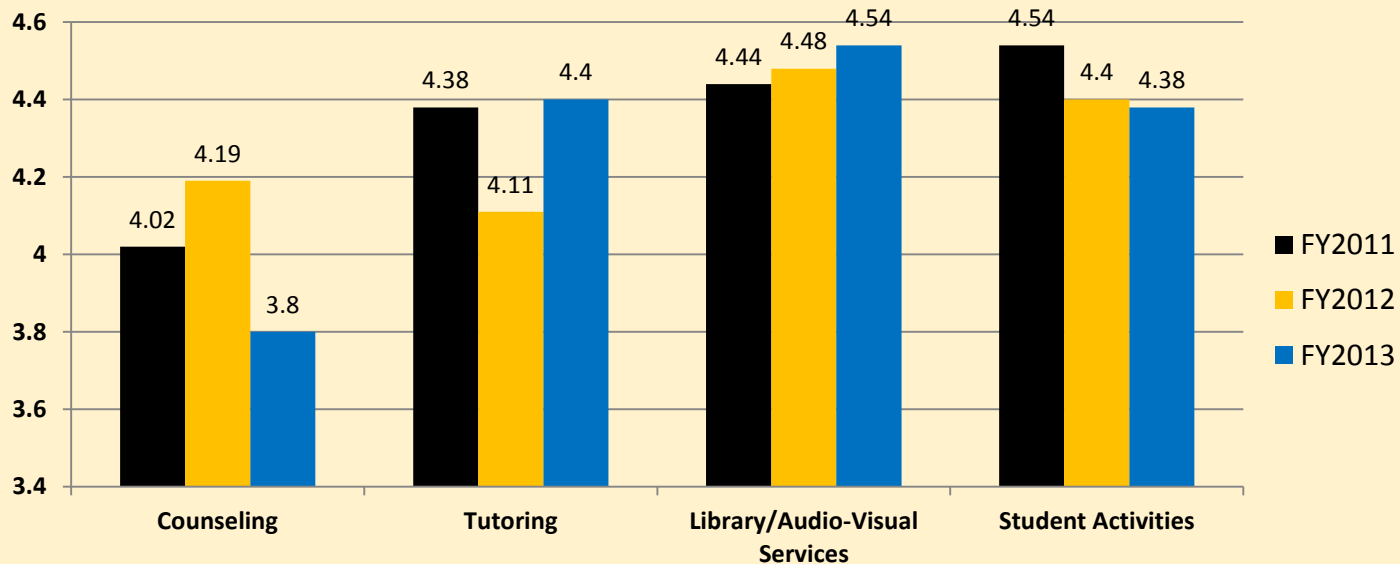
Graduate Follow-up Survey

Question 12: Personal Satisfaction Students rated satisfaction with each office or service listed: 1 = Very Dissatisfied; 5= Very Satisfied



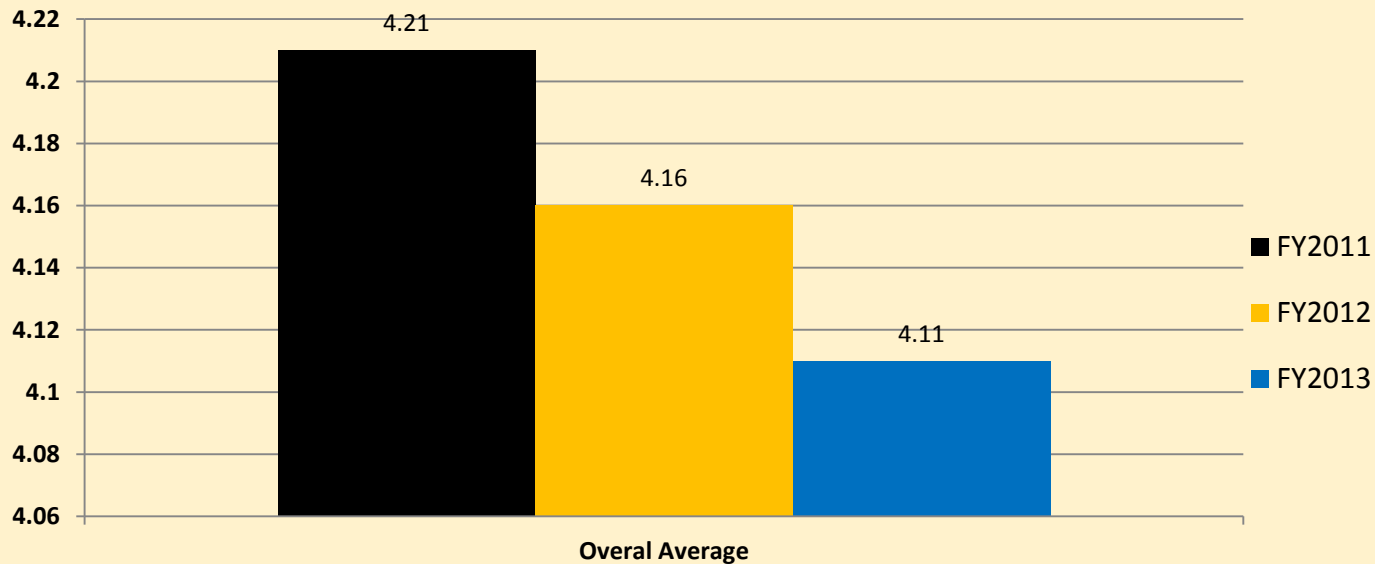
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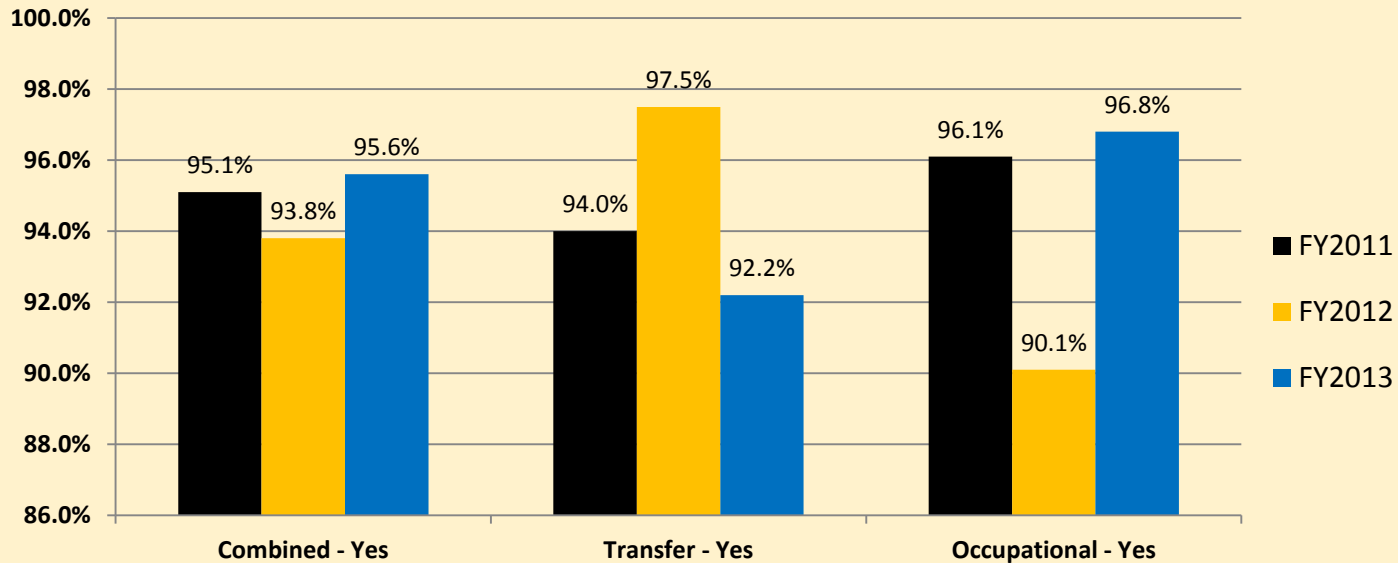
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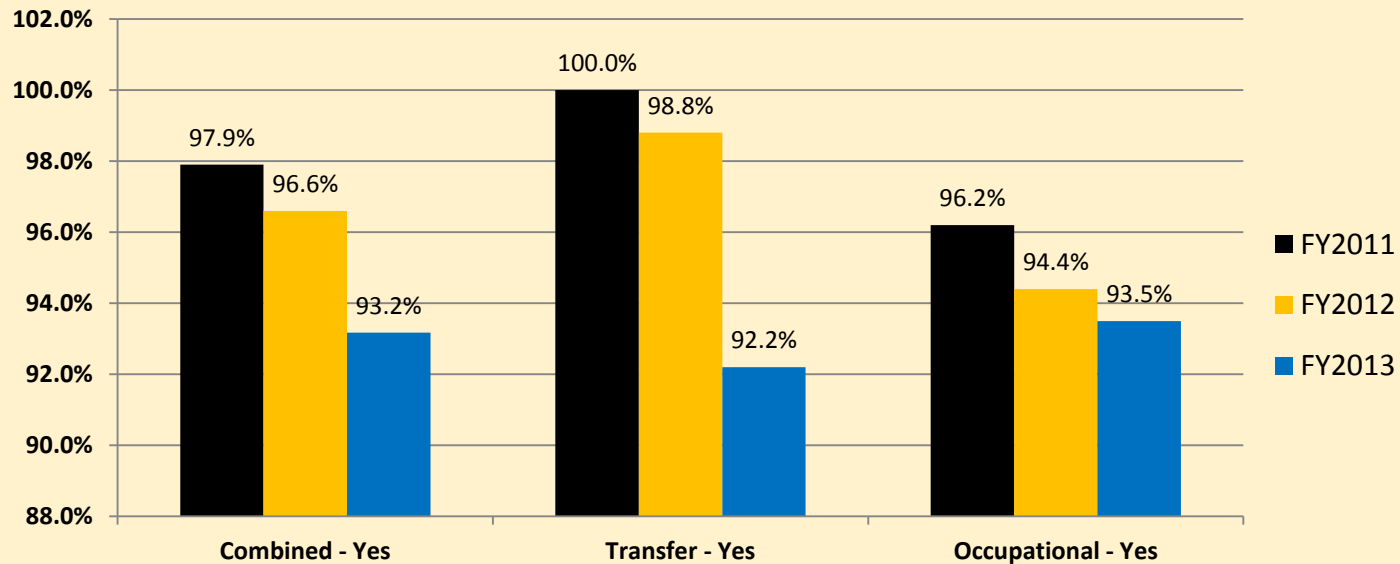
Graduate Follow-up Survey

Question 13: Personal Satisfaction: Would you recommend your program to others interested in attending BHC?



Graduate Follow-up Survey

Question 14: Personal Satisfaction
Did you achieve your objective while at BHC?



Student Engagement



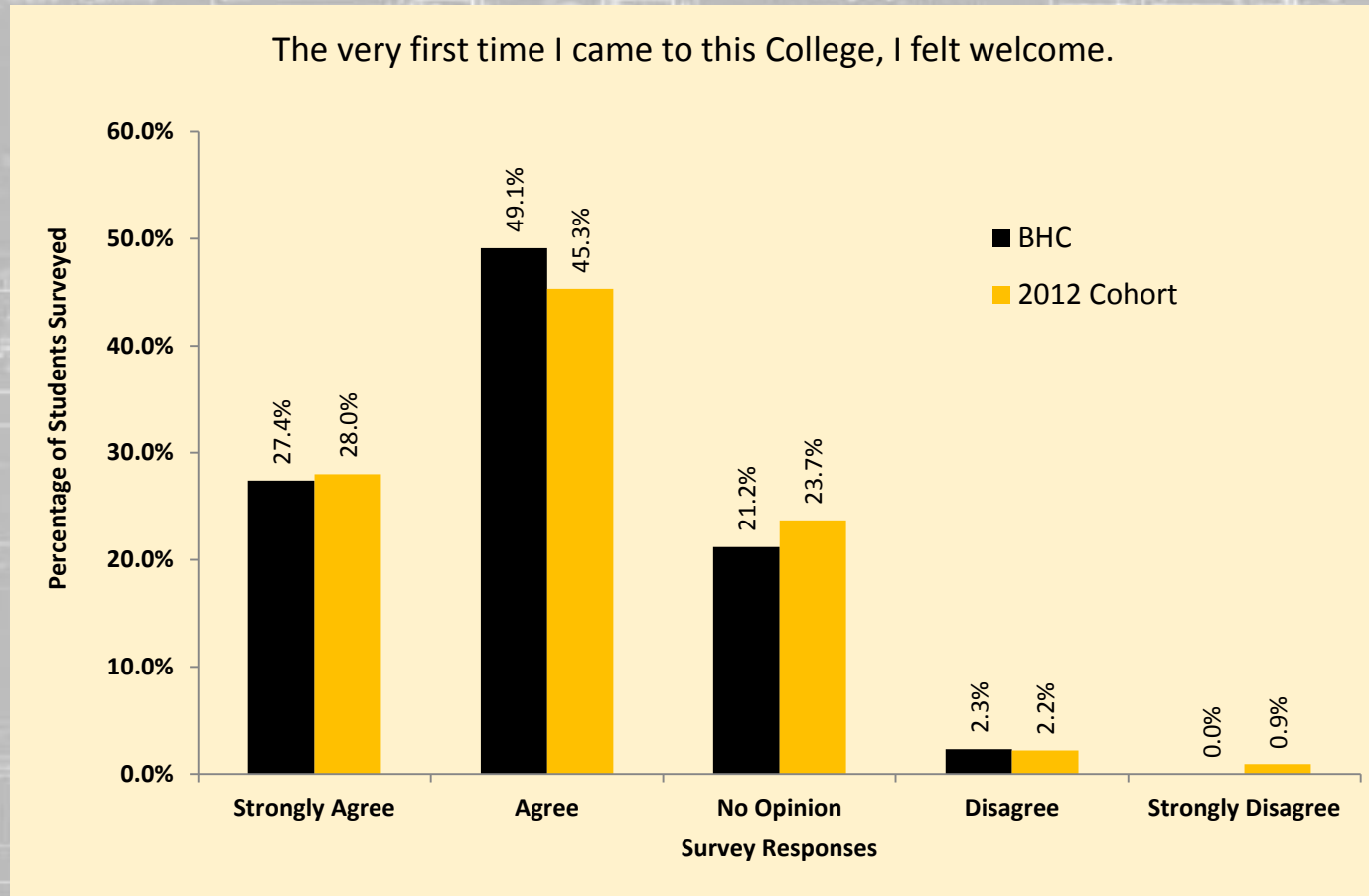
Six Design Principles

Features of a College Designed for Student Services

1. Early Connection
2. High Expectations and Aspirations
3. A Clear Academic Plan and Pathway
4. An Effective Track to College Readiness
5. Engaged Learning
6. Academic and Social Support Network

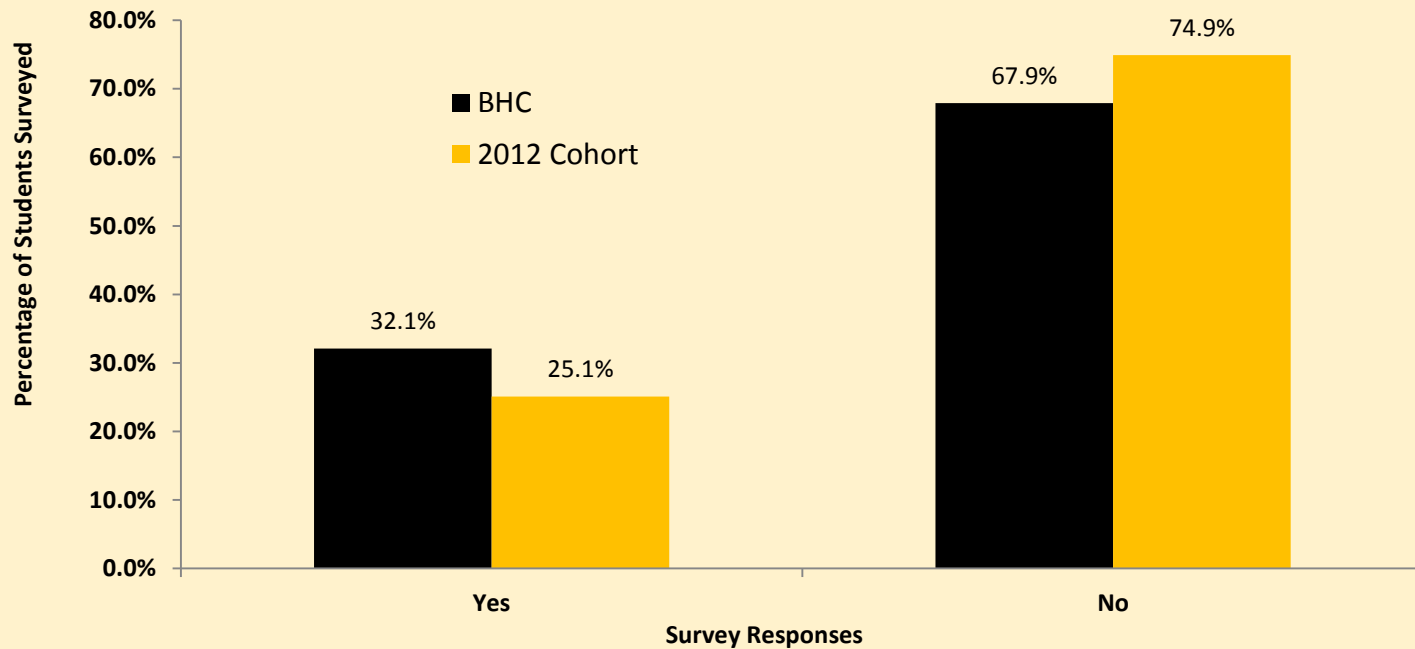
Principle #1: Early Connection

The SENSE survey includes several items that gauge whether students feel welcome and personally connected to instructors, staff, and other students during their first three weeks of college.



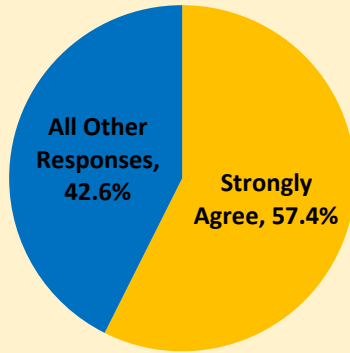
Principle #1: Early Connection

Was a specific person assigned to you so you could see him/her each time you needed information or assistance?

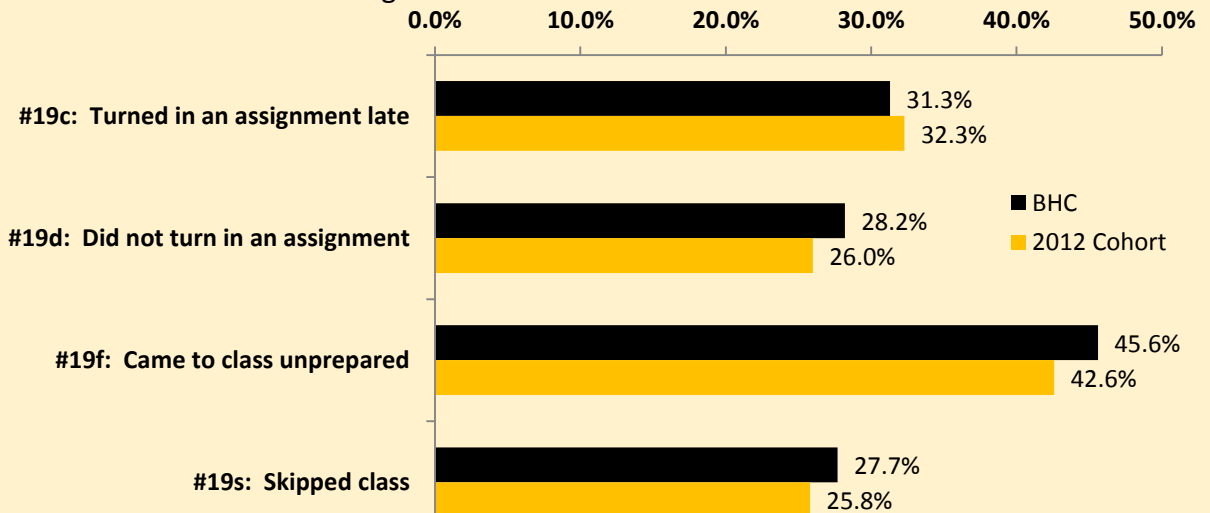


Principle #2: High Expectations and Aspirations

I have the motivation to do what it takes to succeed in college.

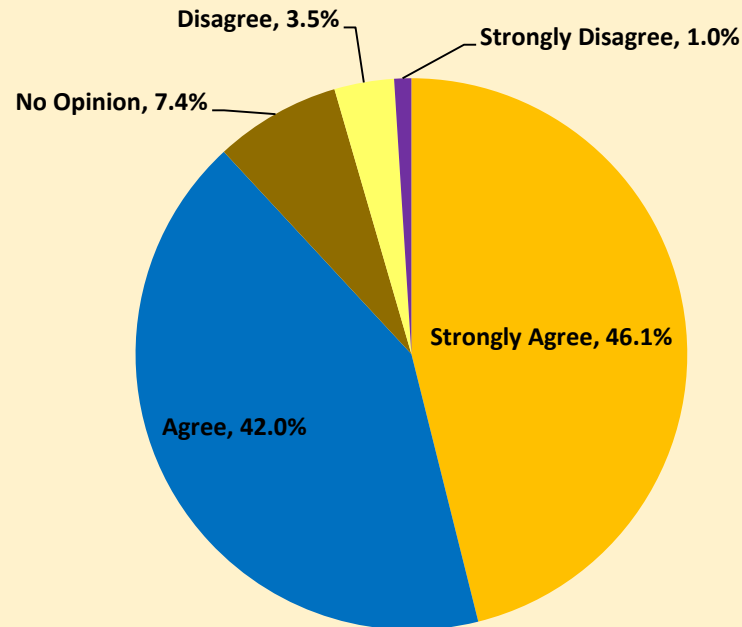


Percentage of students who, at least once during the first three weeks of college:



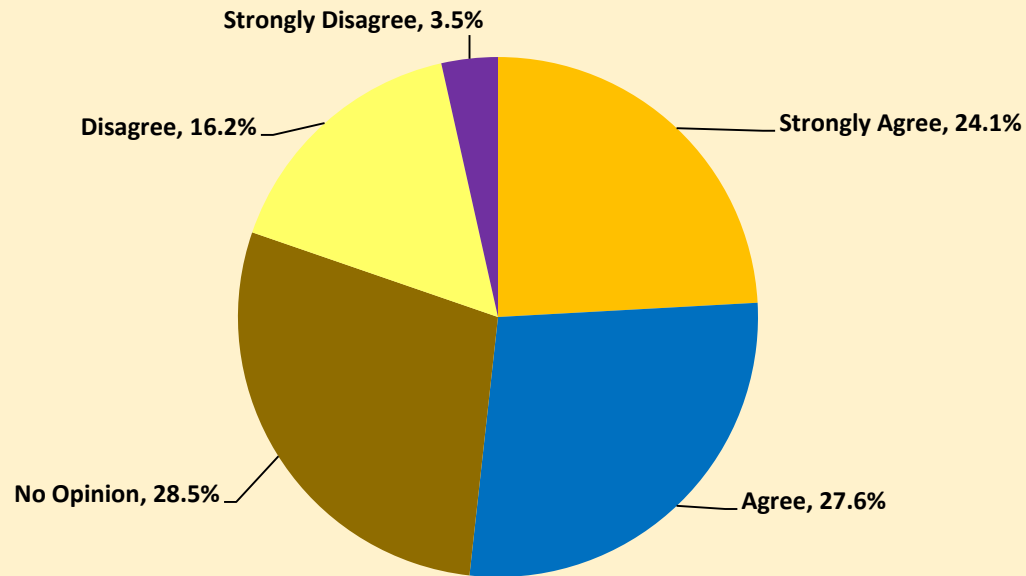
Principle #3: A Clear Academic Plan and Pathway

An advisor helped me to identify the courses I needed to take during my first semester.



Principle #3: A Clear Academic Plan and Pathway

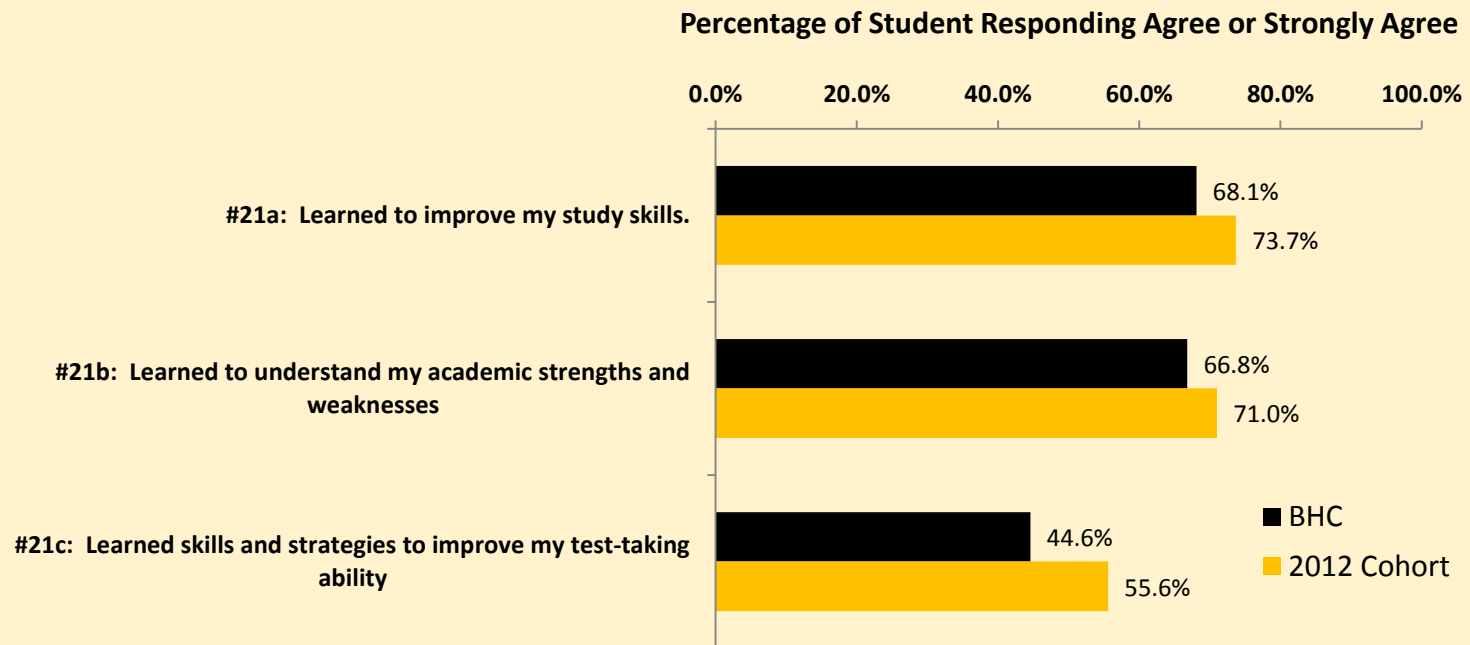
An advisor helped me to set academic goals and to create a plan for achieving them.



Principle #4:

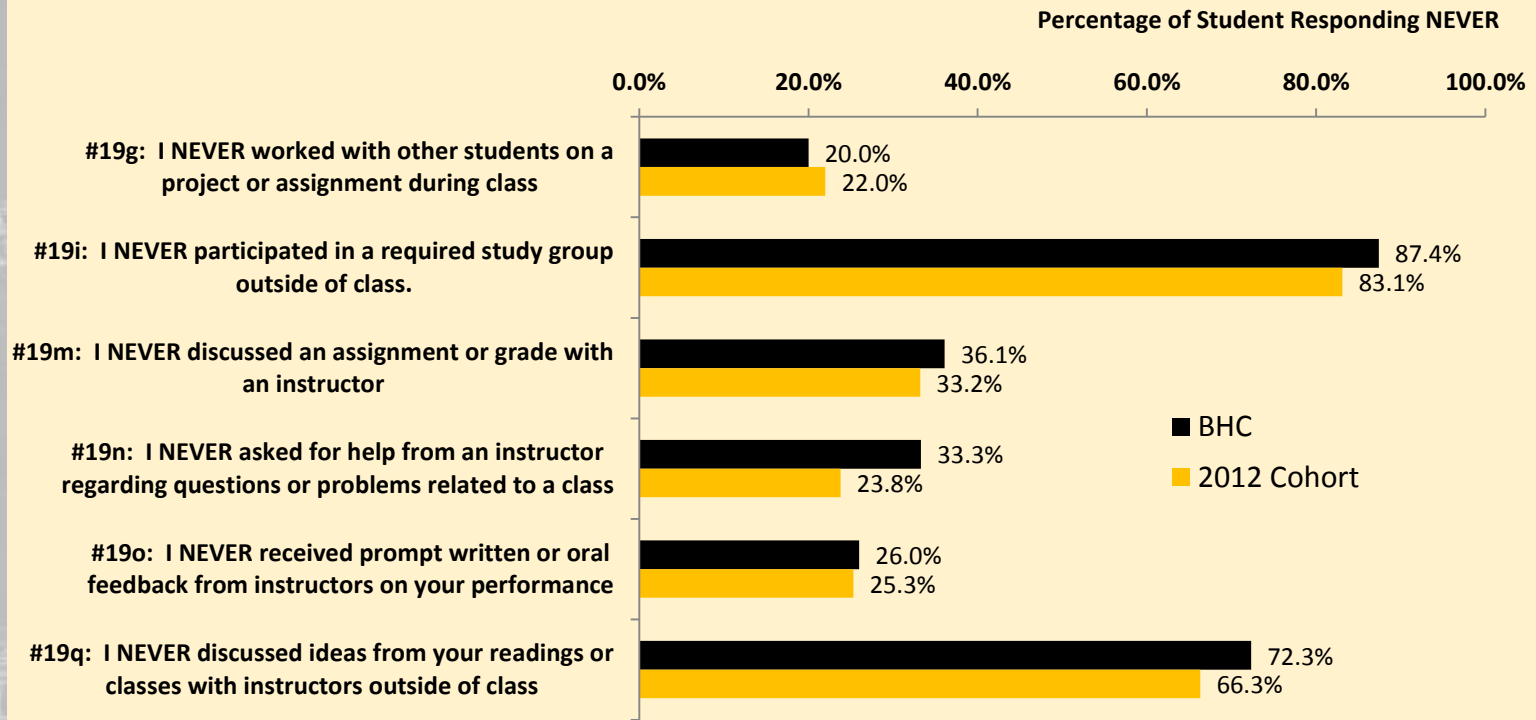
An Effective Track to College Readiness

Think about your experience from the time of your decision to attend this college through the end of the first three weeks of your first semester. With a class or through another experience at this college, you:



Principle #5: Engaged Learning

During the first three weeks of your first semester at this college,
about how often did you do the following?

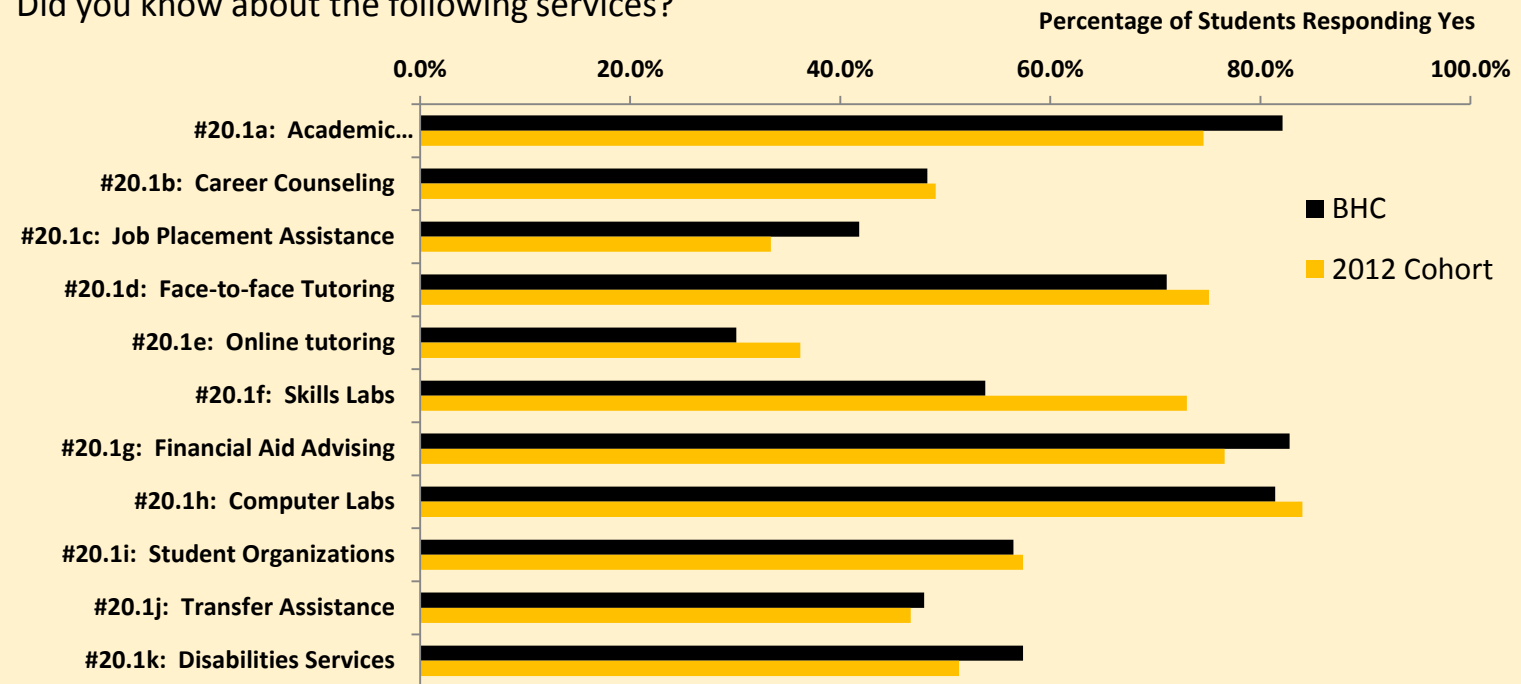


Principle #6:

Academic and Social Support Network

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester.

Did you know about the following services?



Networking Employees



Networking Employees

BHC has a relatively high level of perceived productivity and satisfaction.

- Faculty and staff identified the College climate as healthy – yielding a mean institutional climate score of 3.80 or high Consultative system, up from 3.67 in 2010 and 3.57 in 2008.
 - A Consultative System is characterized by
 - Cooperation towards goal attainment is beginning
 - Substantial confidence and trust
 - Leaders consult with employees

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 - A Consultative System is characterized by
 - Cooperation towards goal attainment is beginning
 - Substantial confidence and trust
 - Leaders consult with employees

Networking Employees

Faculty and staff identified areas of excellence as:

- The extent to which I feel my job is relevant to this institution's mission
- The extent to which students receive an excellent education at this institution
- The extent to which this institution prepares students for further learning
- The extent to which this institution prepares students for a career
- The extent to which my supervisor expresses confidence in my work
- The extent to which student ethnic and cultural diversity are important at this institution
- The extent to which student needs are central to what we do
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone
- The extent to which I am given the opportunity to be creative in my work
- The extent to which faculty meet the needs of the students

PACE Survey, 2013

Networking Employees

Faculty and staff identified areas of improvement:

- The extent to which information is shared within this institution
- The extent to which I have the opportunity for advancement within this institution
- The extent to which I am able to appropriately influence the direction of this institution
- The extent to which this institution is appropriately organized
- The extent to which open and ethical communication is practiced at this institution
- The extent to which a spirit of cooperation exists at this institution
- The extent to which institutional teams use problem-solving techniques
- The extent to which decisions are made at the appropriate level at this institution
- The extent to which this institution has been successful in positively motivating my performance
- The extent to which I receive adequate information regarding important activities at this institution

PACE Survey, 2013

Black Hawk College

Focus Group Report

May 14, 2014

Note: This report is based on 23 focus groups held on March 24 - April 24, 2014, involving a total of 175 people. Participants included faculty, staff, students, community leaders and partners, retirees and high school administrators and guidance counselors. Five focus groups were held at the East Campus in Kewanee, IL. All 23 focus groups were facilitated by Dr. Dan Ebener of Quad City Leadership Consulting in preparation for the strategic planning process at Black Hawk College.

Italicized comments are ones that were repeated by participants within that group.

Quad Cities Campus Internal Stakeholders

1. What are your general impressions?

- *There is a lot of controversy and uncertainty about the future*
- Happy with the interaction and creativity between everyone
- *Communication needs to be improved*
- *There is very little interdepartmental communication*
- *There has been a lot of turnover in administration that has led to inconsistency*
- *There is a lack of top leadership*
- *We are a community and family here*
- *There is a lot of experience on campus*
- Morale is the worst it has been in 30 years
- *Overall, morale is very good, otherwise we would have left*
- There is freedom in what is done in order to meet the needs of the students
- *The overall image from the community is positive*
- It gets frustrating due to the many state and government regulations and requests
- *There are a lot of means to communicate, but no real communication*
- *There is a lot of retirements and institutional knowledge that is leaving*
- *We are struggling to figure out what the goals are*
- Friday afternoons are dead on campus
- *Staffing is low in many areas and departments*
- *There is a big difference in cultural environment between buildings*
- Can feel secluded at times

- It is great having skywalks and tunnels connecting everything
- Great student areas and places to “hang out”
- Have provided education to more people where it wouldn’t otherwise be an option
- The public isn’t aware of the ‘what’s’ or the ‘why’s’ of what is going on here
- The 3 strikes and out policy isn’t being followed through
- Inconsistencies in recent firing of a faculty member

2. What are the strengths of Black Hawk College?

- *There are great relationships between faculty and students*
- *Faculty is familiar with the college and everything about it- lots of institutional knowledge*
- *The faculty and staff are knowledgeable and high quality*
- *We provide a quality education*
- The equipment and software are current with the times
- The mentor program between faculty is good
- The teaching learning center and continuing education that is offered
- Student services is getting a lot better
- *Black Hawk responds to the needs of the community*
- *The nursing, agriculture, and equine programs*
- PACE
- Our VP’s are strong
- *Staff Development Day and other staff social opportunities*
- *Small class sizes and high level of interaction*
- *There is a lot of diversity in programs and people*
- *Near-campus housing provides a 4 year university feel*
- There is a lot of tutoring done between faculty, staff, and students
- Student life is vibrant and there are many out-of-class opportunities
- *Staff is professional and work together well*
- BHC offers great benefits
- We match community needs with programs well
- *We are open and supportive of new things and change*
- *The beauty of this campus*
- There are a good number of grants received for specific projects
- We work well with ICCB
- Good resources at the Library
- ILC is working hard
- The new facilities for welding in Kewanee
- The Black Hawk ad in the newspaper
- Free resume help for the entire community

- *Offering free tuition to the top 10% of HS classes*
- *The graduation ceremony is really cool for the students*
- *Dual credit helps students get ahead at the next level*
- *Students are successful at the next level, whether it is work or transferring to a four year University*

3. What are the weaknesses of Black Hawk College?

- *There is some disconnect between the two campuses*
- *Some classes are split into two when numbers are already low*
- *Some adjunct faculty only teach and don't feel like they're a part of the college*
- *Advising and recruitment is lacking*
- *Advising isn't always aware of the required classes and how classes fit together within the entire program*
- *There is a variance in pay between and within departments*
- *There isn't a lot of documentation of different processes and events so things get replicated*
- *Nobody really knows who does what throughout the college*
- *Office numbers are not in the directory*
- *There is a divide between administration and faculty/staff*
- *Leadership is not visible within the college or in the community*
- *Too many leadership positions are seen as a stepping stone*
- *Enrollment is down*
- *Very little is done outside of your own department – we have too many silos*
- *There is little sense of urgency when things need to be done, especially with HR*
- *Hiring always seems to come from the outside*
- *There is little internal development*
- *There is a lot of blame on who's fault something was instead of solving the problem*
- *There is a low retention rate of students*
- *Projects get started but don't finish*
- *People are bounced around a lot to fill positions instead of using their skills most effectively*
- *There is an over-reliance on adjunct faculty*
- *The lack of a good job description process*
- *There is little transparency of funds*
- *Some programs that are not given proper time and development but just dumped*
- *Faculty is not involved in a lot of the processes or decisions, or even consulted*
- *Space is limited because we are land locked*
- *The campus is not handicap friendly*

- The marketing is towards 18-year olds and that is not who are stepping on campus
- The library can be improved
- There is too much focus on the negative and it has become part of the culture
- Technology on campus is behind and more can be automated
- *There is a lack of manpower for a lot of projects*
- There is a lack of awareness and understanding of the non-credit side
- There is no honors program
- *There is a lack of computer labs*
- IT can be unresponsive and put band-aids on big problems
- *There is a lack of counselors*
- *Communication about updates and changes is ineffective, e.g. MyBlackHawk*
- Some staff and faculty are not friendly and turn people away from College
- *HR and many processes lack “human touch” as they are all automated*
- *The campus is difficult to navigate around*
- The paystub can be difficult to read
- There is no wireless or service in areas of campus
- Ordering of books from the bookstore could be more consistent and not so early
- The course taught and rigor can differ greatly between campuses
- The horticulture program
- Blaming someone else instead of taking responsibility
- The content of the marketing
- The timing of different projects and construction as they interfere with classes
- The website is not very clear nor easy to navigate
- Space on campus is very limited during peak hours

4. What are some suggestions for improvement?

- *Be more proactive and get out to high schools and other colleges*
- *Have more faculty social and community engagement events*
- *Fix HR processes so they are consistent and well-documented*
- *Get leadership and faculty more active within the community*
- *Relate and market programs to industry and community*
- *Take a hard look at student services and how students are helped*
- *Involve faculty more in student services*
- *Have more leadership classes*
- *Hold more leadership trainings*
- *Include the part-time and adjunct in more of what is done at the College*
- *Market to the strengths of the College and success stories*
- Put the office numbers in the directory

- Have a daycare for parents and have the daycare be a part of a program
- *Include more class times and especially night classes*
- *Use the Sustainable Technology Building*
- *Put communication system in place to get feedback from all levels of College*
- *Have more full-time staff and faculty (fewer part-time and adjuncts)*
- *Offer more cross-training between departments*
- *Have an enrollment management process*
- *Have more career tracks*
- Offer more athletics
- Have a detection system to assess students coming in and put them on a path
- Have more computer labs available for use
- Be sure advisors and counselors have better training
- *Let everyone know mission, vision, and direction of College and how that relates to what we are doing and why things are done that way*
- *Have an in-depth college orientation*
- Look at mentoring and training for new chairs and clear responsibilities of chairs
- *Conduct an exit interview when people leave - both faculty and staff*
- Hire a grant writer
- Have a more in-depth training process for new faculty/staff so they know mission, vision, and goals and their role
- Offer more nursing at the East Campus
- Dedicate more money for adult education

5. Is there anything being done strategically that should be stopped?

- Run a cost accounting on courses because there is a lot of variance on cost/revenue ratio and instead look at the overall College cost
- *Building new buildings without first maximizing current space and buildings*
- Stop offering so many new programs as it puts out the perception that they do so much so how can any of it be that good?
- Stop cancelling classes due to lack of enrollment or teacher
- Dual credit needs to be continued, but reformed
- Stop making decisions based solely on dollars
- Stop trying to do so many things and focus on fewer things but do them well

6. What are the opportunities for growth?

- *Vocational programs*
- STEM programs
- Non-traditional occupations
- *Refugees that are coming to the area*

- *Growing Latino population (ESL)*
- *Culinary arts program*
- *Night classes for working class*
- *Online course opportunities*
- *Healthcare field*
- *There is an aging population that has knowledge and now time*
- *Needs of the people being laid off, e.g. John Deere*

7. What are some threats to that growth?

- *The State of Illinois*
- *Public funding*
- *Some students are non-English speaking*
- *Some students are not ready for College-level coursework when they begin*
- *Neighboring universities, especially Western IL*
- *Not having financial aid for non-credit programs*
- *Our location as it is in a rural area and there are no big city connections*
- *4-year universities are not as reciprocal and collaborative*
- *There is a perception that you must have a 4-year degree to get hired*
- *A lot of pressure is put on students by society*
- *The union, as it can be a double-edged sword*
- *Childcare is expensive for students who are parents*
- *There are fewer HS students to draw from*
- *The image from HS students as we are seen as the “dirty bird” or “the cheap school” or a “glorified high school”*
- *Restrictions on recruiting in Iowa*

8. What are some possible strategies for BHC?

- *Have partnerships with already established programs at colleges and universities*
- *Build relationships with local companies for jobs and partnerships Have more ESL and field specific programs*
- *Work with local businesses for internships and externships*
- *Market the value of Black Hawk - high quality and low price*
- *Work with universities and have some auto-transfer agreement (2+2, 3+1)*
- *Offer shorter programs and certificates - fill the void between HS degree and college degree*
- *Offer more global education and connect students with the world and cultures and languages*
- *Commit one faculty member as a community liaison*

- Ask the local employers what skills they are looking for and design programs around current working skills
- Educate students about student loan debt and real cost of college
- Mandate things that are for the good of the student, e.g. orientation
- Host more community events on campus to get people here
- Have a campaign based on “Did you know?” or “Fact vs. Myth” to dispel false negative images of community colleges

9. Is there anything else?

- There is no supervision of campus housing
- There is inconsistency between marketing and real product
- Reinforce that the Board of Trustees is a governing body and should not be involved in the daily activities of the College
- There is no hot water on parts of campus
- Printing services is weak in Building 2
- Name a building to raise money
- The Foundation has made great strides recently
- Look at out-of -class pay vs. volume
- Have access to the buildings after hours
- The gym and facility could be updated
- We really appreciate this opportunity for feedback

Black Hawk College

Quad Cities Campus External Stakeholders

1. What are your general impressions?

- *There is a warm, friendly and wonderful environment*
- *The programs and education are high quality*
- They provide a lot of options for the next step
- There is real world experience from the professors
- *The education is a great value*
- *The campus is connected and works with the community*
- There is a long and rich history
- *Campus can be tough to navigate and not very visitor friendly*
- They are an excellent community college
- Staff is upbeat and willing to help
- They are eager to put on events for HS students

2. What are the strengths of Black Hawk College?

- *Free tuition for the top 10%*
- *The Dual Credit program*
- *There is a lot of diversity in programs and students*
- Counselors work well with the students
- *The campus with its beauty and college feel*
- Accreditation
- *Care and investment in the student*
- Positive community image
- *Students that transfer onto 4 year universities are very well prepared*
- There is something for everyone in the community
- They are very visible in the community
- The sports and extracurricular activities offered
- The walking ceremony is very cool for students
- Faculty is very good
- The East Campus
- There is strong assistance from financial aid
- Students that transfer on are very well-prepared
- The bus system and things offered to help with the daily lives of students
- Student housing being an option

3. What are the weaknesses of Black Hawk College?

- Not enough opportunities for non-traditional and working students

- There isn't a lot of flexibility in class scheduling, e.g. nights
- *The signage and building numbers don't make sense*
- Vocational training isn't promoted
- There are great arts performances but the community doesn't know about them
- The Dual Credit can be selective and vary depending on the department
- It can be tough to get adjunct teachers to teach Dual Credit classes
- The process for deciding Dual Credit teachers and professors is unknown
- There is a lot of paperwork and form glitches with Dual Credit classes
- *There is a feeling that BH isn't a real college and seen as "cheap"*
- The Compass test is inconsistent and doesn't always translate well
- The updates on the course book and not showing how courses fit together

4. What are some suggestions for improvement?

- *Offer more night classes, online courses and hybrid classes*
- Have shorter programs and certificate programs
- Communicate the strengths to the community
- Extend relationships with the East Campus
- Work with businesses and the community to get more internships and externships
- Offer more vocational programs
- *Have more signage and ways to know where to go for different services*
- Work with the ECHO program
- Offer more training for Dual Credit teachers
- Work with smaller schools to get more Dual Credit
- *Sit down with students and explain how every class plays a role in the bigger picture and program for the career path they are on*
- *Have more admissions reps work in the HS's more*
- Bring professors into the HS to promote Black Hawk and how HS translates to college and how BHC helps

5. Is there anything being done currently that should be stopped?

- None

6. What are the opportunities for growth?

- Look at the baby boomers that are retiring and meet their learning needs
- The aging population and growing need for healthcare - PA and CNA
- There is a growing need for toolmakers and tool design
- Thompson prison is coming and jobs are needed there
- *Rising 4 year costs make BHC more attractive*
- A rising need for dental hygienists

- Radiography is a growing field
- Web, graphic, and computer design

7. What are the threats to growth?

- *The State of Illinois and their cuts in funding*
- The rising cost of college and lack of personal money
- The economy
- *Other universities and competition*
- Student loans are growing
- Careers change year to year
- There is a negative image from some HS students
- Lack of funding from property taxes
- Positions that have higher education expectations (Associate's is not sufficient)
- The distance from campus to outlying high schools
- There is no other option for students that don't get a 6 on the Compass test

8. What are some strategies?

- *Work with businesses to develop programs based on their needs*
- Reach out to the HS's and have current and former students tell of successes
- *Have 6, 12, 18, and 24 month options for different certificates and programs*
- Offer more Ag classes at the QC campus
- Provide child-care for non-traditional students
- Offer an "exploratory option" that allows student to see what they want to do
- *Work with 2 and 4- year colleges and universities to create seamless transitions and niches that allow them to work together*
- Provide even more housing opportunities with close-by apartments
- *Show the successes to the students you are wanting to recruit*
- Offer different career paths for HS students and show how BHC can play a part
- Work with the Area Career Center
- Create a niche that no other college or university can offer
- Create a partnership with Sedona group to meet community and job needs
- Welcome students better – once they walk on campus – and have different paths for them to take and guide them on that path
- Don't outgrow yourself and lose who you are and what you do well
- Have more reciprocating programs with universities and colleges in the area

9. Is there anything else?

- Promote the small class size and personalization BHC offers
- Coaches are good at recruiting students and athletics help the school

- Improve campus life and create more of a 4 year college experience
- Develop cohorts to help students develop a “family”
- This was a good opportunity to provide input

Black Hawk College
East Campus Internal Stakeholders

1. What are your general impressions?

- Proud to work at BHC
- The new building for welding is great
- *It is a family atmosphere*
- Small class sizes and teachers care about the students
- It is still too much like a HS
- There are things to do and get plugged in, but you have to search and know
- We help students to adapt well no matter where they are coming from

2. What are the strengths of Black Hawk College?

- *Student- focused institution*
- Industry specific teams are in place
- *The faculty and staff are great*
- *The students get a personal experience*
- *Students come from all over the world and provides diversity*
- Many people are consulted when decisions are made
- There is a solid image from the community
- There is a lot of support from Administration for extracurricular activities
- Teachers communicate with each other well
- There is longevity with the faculty and staff
- *The Ag Department*
- High quality education
- A solid, liberal arts approach is taken
- Advising works well with the students
- The alumni and community are very supportive

3. What are the weaknesses of Black Hawk College?

- Facilities built as temporary buildings have become permanent
- *The HR process is cumbersome and unfriendly*
- Need bigger and more computer labs
- Lack of flexibility on when and where classes are taught
- *Lack of consistency in HR policies*
- Committee work seems to be pointless
- There is a lack of bandwidth to use technology
- Dual enrollment needs a plan and goal
- A lack of support from administration

- High turnover and inconsistency at the administrative level (Moline campus)
- Lack of knowledge of who does what at the different campuses
- Lack of visibility from the QC campus
- Little follow-up and guidance of students once they enroll
- Lack of resume, interview, and career skills on campus
- The buildings can be cold in the winter
- Division between transfer students and the rest of the college
- Lack of skilled trade and vocation programs
- Have to travel for classes and practices
- Lunch hours are limited
- Student housing is convenient but sub-par
- Location is secluded

4. What are some suggestions for improvement?

- Work with unions and businesses to get skilled trade programs
- Offer a stronger orientation program
- Develop a “graduation” class that gives them career and life skills
- Build a gym or rec center and have 24-hour access
- Improve the processes that go back and forth between East and QC campus
- Provide more transportation to and from town
- Have a hang-out spot on campus
- Develop a meal plan

5. Is there anything being done currently that should be stopped?

- Stop looking behind and start looking ahead and develop programs based on the future and not the past
- Stop building buildings based on age and start building them based on programs

6. What are the opportunities for growth?

- Rising number of single mothers
- Many small schools looking for dual enrollment
- 75% of economy is service based
- Vet tech program
- The land that surrounds the campus can be used for a variety of things

7. What are the threats to growth?

- *Lack of funding from State*
- Some students don't have the internet at home
- Need for so much developmental education

- There is a wide range of skills and education level once they enter college
- Kewanee is a shrinking town and losing employers
- Lack of places locally to get real world experience
- Negative image of BHC from some in the community
- Stereotype of students who go to BHC
- Tough to keep up on technology as it always changes

8. What are some strategies?

- Market everything that is here and the College as a whole
- *Look at needs of businesses in area and develop programs based on their needs*
- Invest in good people and employees, especially in HR
- Teach how to drive tractors and skills for advanced technology
- *Develop more business courses that are useful for all students and programs*
- Develop entrepreneurial skills
- Focus on exit strategies for students
- Develop something big to attract students to campus

9. Is there anything else?

- Non-traditional students don't see college as an easy and welcoming door
- Have each class have a study skill associated with it so you learn more skills in class than just the curriculum
- Appreciate this opportunity to be involved

Black Hawk College

East Campus External Stakeholders

1. What are your general impressions?

- *BHC is a great asset to the community*
- Allow the Foundation to play a bigger role
- There is a good vision with expansion
- *Dual Credit is a great strength*
- Administration is great to work with
- They work for the students and focus on them
- There needs to be more transparency and flow of information
- BHC has a family feel

2. What are the strengths of Black Hawk College?

- BHC is successful on the transfer side
- BHC offers education to meet the needs of the community
- Internationally recognized
- BHC invests in themselves
- Vet tech and welding programs and facilities
- The new sign has added professionalism and increased exposure
- The satellite program in Kewanee
- Buildings help the community for meetings and people want to use it
- *Dual enrollment makes college affordable*
- Giving scholarships to the top 10%
- On-campus housing
- Tutoring is provided
- Great network of alumni
- CEC is well-located
- The graduation ceremony is special
- BHC offers a good amount of higher level courses like Calculus
- They hold a lot of different events with speakers and activities
- BHC contributes economically to the community

3. What are the weaknesses of Black Hawk College?

- Transportation can be improved
- Location is secluded
- Athletic opportunities are going away and lack facilities
- Lack of housing options
- Nothing on campus and you have to go to town for everything

- Rely on part-time coaches for athletics
- Students can be in the wrong program and don't have path once they graduate
- Poor reception for cell phones
- Negative image as being cheap or inferior
- It is a struggle to find qualified professors in rural area like this

4. What are some suggestions for improvement?

- Recruit more local athletes
- Develop more athletic programs
- *Build a gym or events center*
- Work with local apartments for housing options
- Invite students to campus to come and see and experience the life of a student
- Create a mentor program to make sure students are guided in right direction
- Move the wind turbine program to East Campus

5. Is there anything being done currently that should be stopped?

- Stop using old and outdated language in the catalog and marketing programs

6. What are the opportunities for growth?

- 25% of adult population don't have a HS diploma
- 11-12% of population is Hispanic so need to offer ESL
- *Welding, machinist and motorcycle repair, retail work, HVAC, CNC operator, robotic welding, healthcare construction technology, ag equipment repair, truck drivers, technical systems management are all growing fields*
- Ag teachers at the HS level are needed
- Rising college costs makes BHC more attractive
- Indiana doesn't have a community college system (so recruit there)

7. What are the threats to growth?

- Lack of funding from Illinois
- Route 78 is dangerous to drive on when it snows
- Some student loans and grants go to students and can be mis-used
- The city and surrounding area isn't a big attractor
- SURS is uncertain and it hurts benefits and recruiting
- There aren't a lot of local places to get real world experience
- Other local universities and competition online

8. What are some strategies?

- *Talk to the businesses and communities to see their needs*

- Put students on paths towards jobs and careers
- *Promote certificate programs and options besides 2-year degree*
- Don't lose your identity and invest in your core
- Integrate BHC and Kewanee
- *Partner with corporations and colleges*
- There is money available, just get creative and look for different avenues
- Tell the success stories that are here

9. Is there anything else?

- Thanks for this opportunity to provide input

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