Black Hawk College

Quality Program Summary Report

Higher Learning Commission
A Commission of the North Central Association

October 2013

QUALITY SUMMARY

INTRODUCTION

Black Hawk College (BHC) is a comprehensive community college serving Rock Island, Henry, Mercer and parts of six other counties in northwestern Illinois. The college is one of 48 community colleges in the Illinois Community College Board system. In addition to full-service campuses in Moline and Galva, BHC owns and operates services at the Outreach Center, the Illinois workNet Center, and the Adult Education Center in Rock Island and a Community Education Center in Kewanee. The college culture and environment is one of engaging the learner and the employee workforce in becoming lifelong learners. The vision, mission, and core values further define and support this culture of engagement. The vision of total accessibility, quality instructional programs, student-centered services, and strategic alliances position Black Hawk College as the preferred choice for education and training. The Mission that guides the college is to provide the environment and resources for individuals to become lifelong learners.

> BHC's core values
> Appreciation for diversity
> Caring and compassion,
> Fairness
> Honesty
> Integrity
> Respect
> Responsibility

Black Hawk College is governed by a Board of Trustees elected by residents of the college's geographic district, Illinois Community College District 503, (East Campus of Black Hawk College is located in the southeast corner of this college service district). The Quad Cities campus was first accredited in 1951, the East Campus in 1975 and then jointly accredited as a single entity in 1986.

Black Hawk College has maintained a "one-college", multi-campus administrative structure since 1986. College-wide leadership responsibilities assigned under this model consist of the President, a Vice President for Instructional Services, a Vice President for Student Services and Dean of Students, a Vice President for Finance, and a Vice President for East Campus.

QUALITY JOURNEY

Black Hawk College's last accreditation self-study and visit was completed in **April 2003**. At that time, the Higher Learning Commission expected the college to further review and report its progress in the documentation of BHC's assessment of student learning data. In June 2006, a Progress Report detailing the college's efforts since the site visit of April 2003 was written and submitted to the Commission.

On **January 29, 2007**, the college received the HLC analysis of the institutional report stating, "The response of Black Hawk College to the 2003 comprehensive visit team report, as documented in its progress report, has been thorough and effective." The recommended action was that the HLC "accept the report focused on assessment of student learning. No further reports are required."

In the **spring of 2008**, a Reaccreditation Team, appointed by the President, reviewed the policies and procedures for two reaccreditation methods offered by the Higher Learning Commission, AQIP and PEAQ. The team consisted of representatives from Faculty Senates, faculty and staff union leadership, and employees from East Campus, Quad-Cities Campus and Outreach satellite facilities. The team conducted college community forums discussing the pros and cons of both processes, reviewed feedback from those forums, and provided resource materials about the AQIP process to the faculty and staff through the myBlackHawk (myBH) portal and on the network server.

In **June of 2008**, the Reaccreditation Team made its recommendation to the President and the Board of Trustees that the college pursue reaccreditation utilizing the AQIP process. Interim President Gardner, in November 2008, reconvened the Reaccreditation Team to review is recommendation. The Team reaffirmed its recommendation to engage in the AQIP process and the continued use of the state quality award self-assessment process using the Baldrige Criteria for Performance Excellence.

The Board of Trustees was updated on the progress and conversations with faculty and staff in June 2008; again in December 2008 and in March 2009 the Board of Trustees affirmed its commitment to AQIP by signing the Board

of Trustees Resolution adopting AQIP as the process by which the college would seek reaccreditation from the Higher Learning Commission.

In **May of 2009,** the college made its second application to the state quality program in preparation for acceptance to AQIP. The feedback provided valuable information on potential opportunities for improvements as the college continued on its journey to align goals and results across the organization.

With the acceptance into AQIP the college participated in its first and only Strategy Forum in **February 2010**. This workshop provided the college with a supportive, facilitated peer review process that stimulated and reaffirmed the college was poised for its continued quality journey. Based on the feedback received from the state quality award program and the participation in the Strategy Forum the first three Action Projects were identified and implementation strategies developed. These first three actions projects were commissioned by the college President and President's Cabinet leadership team. The college recognizes that the projects were ambitious and at times their outcome measures ambiguous. The projects included:
- Advance Culture, purpose and process of student learning outcomes assessment
- Student Early Alert System-Workflow Enhancement
- Academic Analytic Tools & Environment to Support Decision Making & Student Success

The transition to the AQIP process in **March 2010** was first managed by President's Cabinet. Recognizing the need to expand participation to include a larger representative group of faculty and staff, the AQIP Steering Committee was established in **February 2012** to oversee and organize the quality effort. The Office of the College President sanctions the Black Hawk College AQIP Steering Committee. Committee members serve at the request of the College President who will appoint new members. Every attempt will be made to balance committee membership between and among college constituencies. The Committee is guided by the vision of fostering and supporting a culture of continuous improvement and a mission statement of providing leadership to the College on AQIP issues, policies, practices, and process improvements. The Committee charges are to:
- Offering advice and counsel regarding AQIP to the College President and President's Cabinet members.
- Select and oversee current and new AQIP Action Projects.
- Develop strategies to create and to maintain the College's AQIP Systems Portfolio.
- Develop a process for BHC to manage change and demonstrate continuous quality improvement
- Encourage and support continuous improvement at the College.
- Communicate AQIP initiatives throughout the College and the community.

The membership is appointed by the College President to three (3) year terms; initial members will be appointed for additional one (1), or two (2), or three (3) year terms. Membership will be staggered so that no more than 50% of the team will be new in any given year. No member may serve more than two (2) consecutive terms. The committee will consist of no more than ten (10) and no fewer than seven (7) members (not including the non-voting members). The steering committee will meet a minimum of four (4) times per year. Minutes of the committee meetings will be posted on the College Intranet. Initially more meetings may be required as the Committee establishes procedures.

A multi-year time line was developed outlining the quality initiatives leading up to and including the reaffirmation of accreditation. That timeline included training faculty and staff on the AQIP process, the development of teams responsible for the self-assessment, the development of the first Systems Portfolio, and the formation of Action Project Teams. The timeline was halted and a new express strategy put in place upon the notification from the Higher Learning Commission of a revised timeline for reaccreditation. Concerned that the change in the timeline was occurring at the close of the colleges spring term and that many faculty members were on summer leaves, coupled with the intent of the college to make the AQIP process as inclusive as possible, the President sent the following letter to the home residences of faculty and staff.

Black Hawk College Quality Program Summary Report

Beginning in **June of 2012,** even though the path to reaccreditation transitioned from a journey with ample time to discover and learn, to a race to finish the journey, BHC continued to maintain a positive approach to discover and learn in an accelerated manner. The BHC's AQIP efforts achieved a number of notable accomplishments during this time including the production of its first Systems Portfolio. Using the foundation established with the 2009 state quality award self-assessment process, nine AQIP Steering Committee subcommittees diligently revised, edited, and aligned the documentation of college processes and outcomes to the nine AQIP categories. The Systems Portfolio was completed in **October 2012** and posted in the college myBH portal for faculty and staff review. The review and final editing process included a two-step process.

- The first step was to solicit feedback from faculty and staff. Department Chairs and Staff Supervisors were asked to conduct a department conversation regarding the review of at least one AQIP category. The AQIP Steering Committee collected department feedback using a standard data collection form. (See Appendix). While this step may seem decentralized it was an activity that had previously been used effectively to solicit feedback on the development of the strategic plan. It also was the most time efficient method to engage faculty at the end of an academic term. The Portfolio was edited based on the feedback received.

- The second and final step was a review by President's Cabinet at a day-long Presidential Retreat. Cabinet members were assigned an AQIP category and asked to prepare a presentation, using a standard format. The Cabinet member presented a summary of their category using the following template:

  1. Describe what the category is asking for and what processes the college examined
  2. List for each AQIP item the key process strengths, gaps and key opportunities
  3. Cabinet members, using Turning Point technology (clickers) rated on a scale 1-5, the college's performance (1= Key OFI, 2= OFI, 3= Neither, 4=Strength, 5= Key Strength)
  4. Finally summarize the results/outcomes presented in the category

The outcome of this review created a sense of ownership and pride in the work the college had completed as it responded to the various AQIP elements. The AQIP Steering Committee believed the college administration had

thus gained a strong understanding of the strengths and opportunities as presented by the faculty and staff subcommittees. Additionally, it provided college leadership the opportunity to discover key themes and establish a vision for future improvements. This created a baseline from which the college could then compare its perception against the external feedback received.

In **November of 2012,** the first college Systems Portfolio was completed and submitted to the HLC. The college participated in the pilot Systems Portfolio model which included responses to the nine AQIP categories and embedded evidence of the Commission's Criteria for Accreditation. The Systems Appraisal was received in **March 2013.**

In **April 2013** the AQIP Steering Committee began its review and analysis of the feedback received. The Systems Portfolio was modified to include the System Appraisal feedback and embedded comments for each item.

The college is accustomed to receiving external feedback through its experiences with two previous state quality award feedback reports. However the Committee was unclear as to the emphasis being communicated in the section titled Accreditation Issues Black Hawk College and sought clarity from the HLC to determine if the boxed comment for IP2 & IP18 (assessment of student learning) was a significant issue for accreditation. Simultaneously the AQIP Steering Committee compared the strengths and opportunities presented in the Systems Appraisal to the review by President's Cabinet and further categorized opportunities as a) prescriptive, b) the college didn't tell its story clear enough in the Portfolio and c) feedback that is actionable. The attention however for the AQIP Steering Committee was focused on the section addressing accreditation issues. After three separate conversations with the Commission, the college President and members of the AQIP Steering Committee and a fourth conversation with the Quality Check Up Team, it was concluded that the focus of the college would be on the Federal Compliance and Multi-Campus Report. While this has been the primary focus since March 2013, dialogue regarding the assessment of student learning continued with faculty and academic leadership and the work of the AQIP Action Teams continued. The AQIP Steering Committee recommended participation by faculty and AQIP Steering Committee members at the 2013 HLC Annual Conference and the subsequent Assessment Workshop: Making a Difference in Student Learning. However time only allowed for participation at the AQIP Colloquium and the Optional Early Workshop: Current Expectation for Assessment of Student Learning, General Education, and Student Success.

After participating at the AQIP Colloquium and the Early Workshop a joint response from the AQIP Steering Committee and the Student Learning Committee regarding Criterion 4, Teaching and Learning Core Component 4.B (1P2 and 1P18) follows:

… response to the System Appraisal Feedback Report specific to accreditation issues, Criterion 4.B, The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning, is that the review team appears to be prescriptive in their feedback. We believe this to be true because our initial response in the Systems Portfolio demonstrated commitment to educational achievement and improvement by providing a recounting of the activities and endeavors that address these objectives.

Specifically, three organizational responses were provided to demonstrate this commitment in 1P18. BHC documented the utilization of a nationally normed assessment, the formation of a Career and Technical Education Review Team (CERT) committee to address career programs, and the alignment of program assessment with the strategic planning process, as part of the ICCB five year program review process.

The college recognizes that there is a need to have a systematic process whereby the three items identified above are part of the organizational approach. In addition, the college recognizes it needs to continue to have a systematic and organized approach and certainly to improve those approaches. Therefore, the Student Learning Committee (SLC), a faculty lead committee that examines student learning outcomes and assessment, is undertaking a number of processes to more thoroughly accomplish teaching and learning evaluation and improvement.

Based on the focus presented in the Systems Appraisal of what students should learn from the educational programs/courses, BHC's commitment will now involve an examination of this question as it relates to the AA/AS degrees, the Associate in Liberal Studies (ALS), the AAS/General Occupational Technical Services degree (GOTS), Career and Technical Certificates and general educational courses.

Additionally, the SLC will identify a model for assessing, analyzing, and implementing student learning outcomes improvement(s). These endeavors are being undertaken because the college, through the SLC, recognizes that past attempts to collect and analyze data were not yielding enough suitable information from which to draw conclusions and develop processes to change and improve student learning.

It is these activities that demonstrate the college's commitment to educational achievement and improvement through ongoing assessment of student learning, thus meeting Criterion 4.B.

Black Hawk College Quality Program Summary Report

In **May of 2013,** once again the college found itself in a situation where the timing of the system Appraisal Review was occurring at the close of an academic term, however this time most of the faculty would be on an extended summer leave. Still committed to engaging faculty and staff the AQIP Steering Committee adapted the idea of a Dot Fair. This quality tool was benchmarked after the University of Indianapolis and implemented May 3rd at the Quad Cities, May 7 at the East Campus, and was available for online response for faculty and staff who could not attend. The intent of the Dot Fair was to keep faculty and staff informed about the AQIP process and response and to solicit faculty and staff feedback in the prioritization of the opportunities presented in the Systems Appraisal.

All faculty and staff were invited to an open house (one at each campus) during which the Dot Fair was held. The walls were lined with poster boards containing standalone statements of opportunities from the Systems Appraisal.

DOT FAIR Invitation

.....The Report is available to all employees and the community at larger through the Colleges AQIP webpage. The AQIP Steering Committee and President's Cabinet received copies for review and analysis and now it is your turn. Time is short as we recognize you are extremely busy preparing students for the completion of coursework and course finals however we need your comments and assistance in prioritizing the opportunities for improvement identified by the AQIP Appraisal Team.

Join us at the upcoming AQIP Opportunities Dot Voting Fair!

Drop in, stay as long as you like, review poster boards highlighting our opportunities, and cast your votes for those you believe are important and critical. Members of the AQIP Steering Committee and President's Cabinet will be available to answer your questions.

Cannot make one of the fairs. Watch your email and myBH announcements for upcoming opportunities to cast your votes and provide written comments.

AQIP Opportunities Dot Voting Fair
May 3, 11:00-2:00 (Quad Cities)
May 7, 11:30-1:00 (East)

In a celebratory manner, faculty and staff mingled, reading comments, asking questions, and sharing their opinions on the opportunities they recommended the college focus on.

Participant Instructions

There are 81 opportunities for improvement identified by the HLC Appraisal Feedback Report. As you review the opportunities for improvement, you will form an opinion as to their importance. You may not have an understanding of ALL of the opportunities, but for those you do know and understand please cast your vote using the following method:

Place one or more votes (dots) on opportunities for improvement signifying their importance. You may place more than one vote (dot) on one item it you want to show a strong preference.

> *Blue Dots –   Important, but not critical*

> *Orange Dots –   Critical for the college to address*

Strengths are highlighted on yellow boards and are for informational purposes only. Celebrate these strengths. You need not vote on them!

At the May 7, 2013 AQIP Steering Committee meeting the Committee conducted an analysis of the Dot Fair results. The top twenty opportunities were identified for each of the following groups: QC Faculty, East Faculty, QC Staff, and East Staff. The committee then reviewed two items (1P18 and 2I2) that were in the top 20 list for all four groups and six items that were in the top 20 items for at least three of the four groups (1R1-2-3, 1R3, 1P7a, 4P9, 5P3, and 6R4).
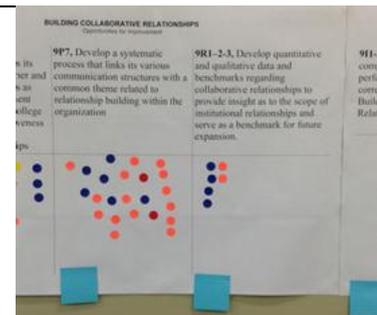
Black Hawk College Quality Program Summary Report

Discussion on each of these top priorities is summarized in the following table.

Item	Opportunity	Action
1P18	Develop a more formal and structured process for designing, implementing and evaluating student learning including direct results for common, developmental and specific program learning outcomes.	Committee identified a theme of assessment, evaluation, and improvement and use of data to improve processes not only found in this item (1P18) but also aligned with 1R1-2-3 and 1R3. It was recommended that these three elements be addressed as one potential project. By addressing the process of assessment, the college would be improving the results (1R1-2-3 and 1R3).
2I2	Identify results so both internal and external stakeholders are aware of how the institution is meeting the needs of the community.	This item continues the theme of assessment. This comment is aligned to an "improvement" comment that addresses the culture and infrastructure that helps the institution improve in the category of Accomplishing Other Distinctive Objectives. Upon further review, it is the committee's recommendation the college focus on 2P6: The college has an opportunity to develop a comprehensive assessment program for its non-instructional programs to ensure that the needs of all stakeholder groups are considered in the process of assessing the effectiveness of these programs. Essentially, by focusing on the process of assessment the college would be addressing the original 2I2 comment.
6R4	Develop a well-defined decision-making process by which the appropriate decision-makers use relevant and comprehensive data.	This item is consistent with the strategic challenges identified in the report providing an opportunity for improved processes for using data to improve our processes.
4P9	To enhance employee productivity and satisfaction develop a fully aligned system that promotes continuing professional development.	The Committee recommends that this be forwarded to the Human Resource and Teaching Learning Center offices for review and consideration. The Committee believes this comment may reflect the opportunity for better documentation on how the evaluation and improvements have affected the effectiveness of training. The Committee would like a group with content knowledge and responsibility for training to review the comment in the context of the entire category and report back the Steering Committee its findings and suggestions for improvement.
1P7a		The Committee considers this comment to be prescriptive and will refer it to the Student Services Leadership Team for consideration asking them to report back to the Steering Committee its findings and suggestions for improvement, if appropriate.
5P3	Develop a process to address the needs and expectations of stakeholders in the planning process to respond to emerging opportunities and the changing needs of current and potential students and other key stakeholder groups.	The Committee considers this comment reflective partially of a writing deficiency. Upon review of the Portfolio narrative it appears absent of evidence on how the listening process are then used to improve processes. Simultaneously the committee suggests this be taken into consideration as an improvement for the next strategic planning process.

From **June-September 2013,** the college continued to document evidence that it meets the Federal Compliance Criterion, prepare the Federal Compliance Report and the Multi-Campus Branch Report, and submitting both reports to the Quality Check Up team on 09/30/2013.

At its **September 2013** meeting, the AQIP Steering Committee reviewed the status of current Action Projects. This review made clear that the Committee had yet to design its process for managing Action Projects, including identifying, selecting, executing, closing, and reporting outcomes. Based on this discussion the Committee decided to create an Action Project focusing on the overall Action Project management process.

Action Project Update

CURRENT ACTION PROJECTS

Current Action Projects have demonstrated alignment with the nine AQIP Categories and have included the following goals:

- **Advance culture, purpose, and process of student learning outcomes assessment.**
  Goal: Determine and implement strategies to communicate clearly to the entire college community the purpose and process of assessing student learning outcomes.
  Accomplishments:
  1. Conducted a Student Learning Retreat.
  2. Clarified the role of the Student Learning Committee by developing this statement: "The function of the Student Learning Committee is to provide leadership for the assessment of student learning."
  3. Acted on the recommendation to use a community college general education focused standardized test to assess the learning outcomes of the General Education program.
  4. Formed a Career and Technical Education Review Team (CERT) and acted on its recommendation for promoting and improving the assessment of Career and Technical programs the college will pursue, when appropriate, third-party program accreditation.
  5. Conducted Conversation Days on Student Learning with faculty.

- **Develop and implement academic analytic tools to support decision making and student academic success.**
  Goal: 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.
  Accomplishments:
  1. Successfully conducted the RFP process, selected a data warehouse vendor, installed hardware and software to support the data warehouse.
  2. Successfully implemented the data extraction process from Ellucian to the data warehouse.
  3. Conducted training of key staff responsible for data verification (enrollment services, Information Technology and Planning and Institutional Effectiveness).
  4. Currently in the Implementation phase conducting data verification with the goal of going live with the Advising Student Navigator Module by November 1, 2013.
  5. Hired a Senior Research Analyst to manage the Institutional Research Data Warehouse.

- **Engagement of internal stakeholders in sharing, commenting, and collaborating on ideas.**
  Goals:
  1. Improve the continuous improvement planning process by increasing the engagement of college stakeholders in sharing, commenting, and collaborating on ideas that have a positive impact on the college.
  2. Value employees' ideas and innovation to problem solving.
  3. Improving communication by providing a feedback loop on decisions made.
  4. Empowering employees to be more involved in the appropriate decision making process.
  5. Utilize technology based (i.e.; software, web interfaces) interactive tools to pervasively and continuously solve problems and create value.
  Accomplishments: Although the AQIP Steering Committee sees value in this Project (a project brought forth as a result of attendance at the Continuous Quality Improvement Network Institute) the Committee is considering a recommendation to suspend the project, allowing the college to focus on higher prioritized projects such as the Action Project management process mentioned previously.

CLOSED ACTION PROJECTS

- **Student Early Alert System-Workflow Enhancement**

Other Continuing Process Improvement Activities

Additional initiatives include a team of twelve staff and one faculty member who have served as examiners for the state quality award process and several faculty members currently serving in various roles with the AQIP process. This leadership continues to provide guidance and continuous quality improvement structures for college processes.

The college has sponsored multiple teams attending the **Continuous Quality Improvement Network (CQIN)** institutes. CQIN is an association of higher education entities dedicated to continuous improvement. The institutes focus on learning by engaging in an intensive experience with world class learning partners (Baldrige Award Winners). Examples of projects the CQIN teams have returned with include the development of the college Dashboard, the Core Values Project, Student Services Welcoming Environment/Credo, and Staff Training/Orientation.

To continue to facilitate the awareness of AQIP and the principles it is built on, the Teaching/Learning Center has sponsored **Lunch and Learn Sessions** for all faculty and staff on the AQIP process as an informal way for employees to discuss with leaders the overall benefit of utilizing the AQIP process for reaccreditation. These sessions were conducted at various locations during the spring 2009 semester.

The last three **Staff Development Day** and **Faculty Assembly** days have included updates and information regarding the "Road To Accreditation".

Additional processes providing evidence of continuous quality improvement principles that are fully operationalized at Black Hawk College include:

- Program Review
- Curriculum Review
- Unit Planning and Reporting processes designed on the principles of creating performance improvement objectives, defining an assessment plan, identifying measures and benchmarks and reporting on findings – in place with cycles of improvement over the past four years and now migrating to WEAVEonline, an assessment management tool
- Integration of unit planning and student learning – two processes that ran as parallel processes for four years are now being integrated into one process.

In Closing

Over the course of the last three to five years, the college has developed several critical initiatives driving the college's continuous quality improvement culture as outlined in this Summary Report. While the accelerated timeline to complete the HLC required documentation was daunting at first, the time line did provide an excellent focus by which the faculty, staff and administration celebrated BHC's strengths and examined opportunities for improvement. This review will serve as input into the upcoming 2014-2017 strategic planning process.

APPENDIX

AQIP Systems Portfolio Discussion   **Department: _____**

Contact Person: _____

Date: August 2012

Please take time in your department meeting(s) for the review of BHC's AQIP Systems Portfolio. Please develop **one collective department document** *and submit to Kathy Malcolm by September 7, 2012. Thank you*

Which Category did you review?
_____ Helping Students Learn
_____ Accomplishing Other Distinctive Objectives
_____Understanding Students' & Other Stakeholders Needs
_____Valuing People
_____Leading and Communicating
_____Measuring Effectiveness
_____Planning Continuous Improvement
_____Building Collaborative Relationships
Please submit one form per Category reviewed.

Goal: To become familiar and provide input to Black Hawk College's AQIP systems portfolio.

The Systems Portfolio serves a number of purposes simultaneously. It is:

- a means by which BHC can get high-quality, actionable feedback on our organizational strengths and opportunities from a team of quality improvement experts and educators;
- a body of evidence to show the Higher Learning Commission that BHC is meeting its Criteria for Accreditation;
- a common reference point that lets everyone at BHC share an understanding of how we are organized, what our key processes are, what kind of performance those processes produce, and how it improves;
- a planning tool that helps BHC shape its future agenda and concentrate everyone's attention on those areas that should be the focus of scrutiny for improvement;
- evidence, over time, that AQIP is working to your institution's advantage, and that continued participation in the program makes sense; and
- a public information and relations tool that lets your institution's stakeholders understand clearly and persuasively what your institution is accomplishing with its resources.

Step 1 Read responses to one or more categories   (Draft Responses can be found in myBH-Employee Tab-Planning and Institutional Effectiveness-AQIP)

Step 2 As a group provide a response to the following items:
1. Identify a few organizational strengths.

2. Identify a few organization opportunities.

3. Provide any corrections or comments to the systems portfolio. What did we miss?

4. Where do you recommend the college concentrate everyone's attention on for future improvements- what areas should be the focus of scrutiny for improvement?