

STRATEGIC PLAN PROGRESS UPDATE

KEY RESULTS

Metric	FY21	FY22	FY24
Student Retention	72%	NYA	78%
Student Persistence	47%	NYA	56%
Student Completion	35%	NYA	45%
Student Transfer	20%	NYA	25%
NYA= Not Yet Available			

OUR **VISION** is to prepare learners to live and work in diverse global communities through the relentless pursuit of student success, innovation and educational excellence.

OUR **MISSION** is to inspire students, develop talent and strengthen communities.

With a strong desire for excellence and a dedication to student success, BHC has embraced the five Strategic Priorities to guide our work through 2024. Each of the priorities has accompanying strategies that will be used to evaluate our success in achieving our plan.

A challenge in executing any major planning effort is knowing where to begin and how to cascade the plan throughout the organization. Shortly after the approval of the Plan, College leadership began prioritizing the strategies within the plan. The College recognizes that at times priorities shift, external factors such a global pandemic occur and low-priority strategies are easy to accomplish. Thus, not all priorities have progressed as planned however they will continue to be addressed. The Strategic Priorities were shared with all academic, student services and administrative departments in January 2022 in order that Unit Plans be aligned to them. This has resulted in the following work alignment.



STRATEGIC PRIORITY	# UNITS ALIGNING WORK
Be a Leader in Student Success and Outcomes	61
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BE A LEADER IN STUDENT SUCCESS AND OUTCOMES

We will prepare all students for rewarding careers and futures.

- Green – progress as scheduled
- Yellow- planning phase or targeted to start FY23/FY24
- Red- Stalled or at risk of not being addressed

Strategy	Project Scope	Progress	Status
1. Enhance and expand innovative teaching and learning practices and support services that promote quality educational experiences.	<ul style="list-style-type: none"> Strengthen and expand ongoing faculty development utilizing internal resources. Develop a culture of peer sharing and review using internal faculty expertise, Financially supporting relevant faculty professional development activities, 	<ul style="list-style-type: none"> ✓ The Teaching and Learning Center staff are updating resources and offering more online professional development opportunities. ✓ Faculty-led communities of practice started in Spring 2022 for such topics as universal design and flipped classrooms. ✓ Financial support for faculty professional development include Assessment Fair, ION course completion, ACUE (Association of College and University Educator) micro credential courses. ✓ Faculty Assessment Committee sponsoring a Book Club reading <i>From Equity Talk to Equity Walk</i> by Tia Brown McNair et.al 	●
2. Implement systematic assessment of learning in academic programs, co-curricular activities and student services that inform and improve curriculum and student success.	<ul style="list-style-type: none"> The Faculty Senate Assessment Committee leads the assessment of student learning within formal curricula. Co-curricular assessment is being revisited to identify opportunity and systematic process for assessment of learning. 	<ul style="list-style-type: none"> ✓ Assessment of formal programs began at the course/section level and is progressing to the program and institution levels. ✓ One-third of BHC's certificate programs and AAS degrees have their program learning outcomes (PLOs) listed in the BHC Catalog. BHC will take steps to ensure that all certificate programs and AAS degrees have articulated their PLOs, and BHC will take steps to ensure that these PLOs are included in next year's Catalog. ✓ Program Review reports include information about using assessment results to make changes to curriculum, instruction, or other aspects of the student experience. For example, in 2018 the Computer Science program used its assessment process to 	●

		<p>develop a system of faculty-guided placement.</p> <ul style="list-style-type: none"> ✓ BHC recently achieved a long-sought milestone with the implementation of a comprehensive new system of faculty-driven assessment led by the BHC Assessment Committee in collaboration with College administration and staff, the college embarked on a systematic overhaul of its previous assessment processes. Approved by both Senates the recommendation was approved by the VP of Instruction and Student Services. Assessment data is studied in department meetings, and action steps are included in annual unit plans. ✓ Five-year assessment plans outline each program's or discipline's systematic process for assessing student achievement of course learning outcomes and program/discipline learning outcomes. ✓ Co-curricular assessment occurs sporadically across the college; however, a committee currently is working to make this systematic throughout all co-curricular activities. 	
3. Foster an equitable and inclusive learning and student support environment.	<ul style="list-style-type: none"> • Implement <i>multiple measures</i> for placement • Streamline developmental education using research based, high impact models (math, English, and ESL) • Develop model for college readiness that reaches back into K-12 education • Close the digital literacy divide • Implement best-practices for all online course delivery • Integrate an approach to career services designed to improve student readiness, access, and preparation for gainful employment • Change from transactional advising model to a more intrusive, student case management model associated with increased student persistence and success. • Equip students with information detailing their academic pathway to completion 	<ul style="list-style-type: none"> ✓ BHC started using multiple measures for placement in Fall 2021. Presently, BHC does not a systematic way of collecting the measure advisors use for placement. Therefore, data analysis on the effectiveness of different placement measures has yet to happen. The office of Planning and Institutional Effectiveness (PIE) has presented a potential model for discussion purposes. The next step is to convene a committee comprised of the Dean of Enrollment Management, Advising Coordinator, PIE staff, faculty and the academic deans to develop a systematic process for collecting and analyzing the effectiveness of placement measures. ✓ English and Math departments created co-requisite courses to streamline developmental education sequence. ✓ Collaboration with Moline Foundation and three area high schools for BHC Intermediary Center. ✓ The College responded to the need to close the digital hardware divide during the Pandemic through hardware loan programs, however there continues to be an information literacy divide that is beginning to be addressed to support learners. ✓ In collaboration with faculty, staff and EAB consultants the college is currently working to identify barriers to student retention, persistence and completion. This work will lead to the implementation of strategies to improve the student experience. 	
4. Identify and close equity gaps in student retention, persistence and program completion rates.	<ul style="list-style-type: none"> • Develop and implement preemptive and intentional retention strategies that address the unique needs of students • Institute clear transfer agreements with baccalaureate institutions with a focus on demand occupations within our district that require a bachelor's degree 	<ul style="list-style-type: none"> ✓ Implement the Guided Pathways model (FY22-23) Working on meta major identification to align with the new advising model. ✓ During the Program Review process Faculty are provided disaggregated data (ethnicity, gender and first generation) for retention, persistence and completion rates for the courses and/or programs up for review. This is the 	



	<ul style="list-style-type: none"> • Implement the Guided Pathways model (FY22-23) • Ensure consistency with campus level services for students who are online learners • Increase awareness of pathways to completion through strategic communication with dual enrolled high school students, returning students, and motivate former students to return with a pathway to completion 	beginning of a broader approach to identifying and closing equity gaps in student success. ✓ Twenty-two new or revised transfer guides, agreements with four-year colleges and universities, have been signed since summer 2021. Transfer guides assist students in planning a smooth transfer experience.	
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EMBRACE DIVERSITY, EQUITY AND INCLUSION AS PART OF WHO WE ARE

We will model an inclusive, equity-minded college that educates and celebrates the unique contributions of all members of our community.

- Green – progress as scheduled
- Yellow- planning phase or targeted to start FY23/FY24
- Red- Stalled or at risk of not being addressed

Strategy	Project Scope	Progress	Status
1. Create an inclusive college community of learners in an atmosphere of mutual respect, inclusiveness and acceptance where all feel welcome and able to contribute.	Phase: Planning/Design: Project is being organized and prepared	✓ While the scope of the project is being developed Faculty learning communities are in progress for such topics as flipped classrooms and universal design.	●
2. Provide targeted outreach and enrollment opportunities to historically underserved populations.	The Strategic Enrollment Management Plan describes the scope and potential impact of this strategic initiative and includes focused outreach to potential dual credit, adults and career and technical education students.	<ul style="list-style-type: none"> ✓ Fall 2021, Recruitment Office hosted a SWOT analysis discussion with Student Services representatives as a way to create a dialogue about overall enrollment management strategies, processes and initiatives. The college is tracking a decrease in nontraditional student enrollment, this population is enrolling largely part-time. It has been noted that retention of this population is a concern. Recruiters will continue to work collaboratively with the Strategic Enrollment Management committee. However, an extension of this larger group was created to focus on goal-setting where Recruiters, faculty and staff will refocus attention to the SWOT analysis completed by Student Services in the Fall 2021 and find ways to proactively move forward by assessing and realigning strategies to attract and retain nontraditional students to Black Hawk College. ✓ Identifying lower income students who are prevented from enrollment due to minor financial holds, and potentially removing those barriers is under consideration. ✓ Perkins "Comprehensive Local Needs Assessment" data analysis has identified 	●

		strengths and potential gaps in service of under-represented populations. The college then utilizes that data to inform how it allocates the federal Perkins funds. Example of resources allocation include the support of a women in manufacturing event and the promotion of career and technical education programs	
3. Recruit and retain quality employees who reflect the diversity of our communities.	Phase: Planning/Design: Project is being organized and prepared		
4. Provide opportunities for civic engagement in a diverse, multicultural society.	Phase: Planning/Design: Project is being organized and prepared	<p>✓ There are many examples of activities and instructional discussions around the topic of civic responsibility and engagement, however the plan calls for a systematic and aligned approach across the curriculum and student experiences. This strategy is in the planning phase. Examples of activity aligning to the strategy include:</p> <ul style="list-style-type: none"> ○ Chamber Singers volunteered to perform choral selections at the American Legion ○ Student activities in Fall 2021 and Spring 2022 - Discussion's in Diversity-Race in America with Dr. Croll, Associate Professor of Sociology, Anthropology and Social Welfare, Augustana College. 	

**DEVELOP WORKPLACE CULTURE:
WORK AS IF ANYTHING IS POSSIBLE**

We will develop a work environment where employees are innovative, engaged and make a difference.

- Green – progress as scheduled
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Strategy	Project Scope	Progress	Status
1. Implement programs to strengthen a culture of trust, accountability and collaboration resulting in innovation and resiliency within the college.	✓ Utilizing a change management process to shape and transform our culture the College is engaged in creating and facilitating experiences around the desired key results and culture beliefs.	<ul style="list-style-type: none"> ✓ Initial culture employee survey complete ✓ Interviews and data gathering complete ✓ Culture Foundations Workshop with President's Cabinet, union leadership, faculty senate leadership, deans and supervisors completed in September 2021. ✓ Key Results and Cultural Beliefs identified during Culture Foundations Workshop ✓ Two additional Training Workshops completed for a total of 74 employees trained in the culture principles and tools (The Results Pyramid, Steps to Accountability, Focused Feedback, Focused Storytelling, Focused Recognition) 	●
2. Establish career pathways for employees through the use of job shadowing, mentoring and succession planning.	Phase: Planning/Design: Project is being organized and prepared		●
3. Invest in strategic professional development opportunities for all employees to advance their skills, competencies and professional qualities in delivering and supporting best practices in higher education	<ul style="list-style-type: none"> ● Restricted funds are set aside for faculty and staff to access for professional development activities. 	<ul style="list-style-type: none"> ✓ Faculty and staff continue to access those funds (\$27,444) to support activities such as: <ul style="list-style-type: none"> ○ SHRM Annual Conference ○ OSHA General Industry Training ○ National Council for Marketing & Public Relations Conference ○ Leadercast ○ ION Courses in Online Instruction ○ College tuition toward Master degree ○ ACUE faculty training 	●

**STRENGTHEN INSTITUTIONAL EFFECTIVENESS
THROUGH INTEGRATION OF ASSESSMENT, PLANNING
AND RESOURCE ALLOCATION**

We will demonstrate continuous improvement and reflection based on systematic collection, analysis and communication of the use of information.

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Strategy	Project Scope	Progress	Status
1. Ensure institutional effectiveness through the development, collection and transparent communication of strategic key performance metrics.	<ul style="list-style-type: none"> Develop institutional level key results Work with individual units to identify and track leading indicators in support of the key results of the college 	<ul style="list-style-type: none"> ✓ Key Results were determined by the leadership team attending the September 2021 Culture Foundation meeting and are shared with the employee community ✓ During the Unit Planning process each department identifies measures and targets that assist them in evaluating their unit's effectiveness. ✓ An increase in the development and monitoring of key performance metrics for the Strategic Enrollment Management Plan, ASPIRE, multiple measures, enrollment marketing campaigns, recruitment telephone bank, to mention a few. 	●
2. Implement processes that use data-informed decision making to drive continuous improvement, allocate resources and enable initiatives that align with the institution's strategic priorities.	<ul style="list-style-type: none"> Integrated Budget and Unit Planning Unit Level Assessment Plans are the operational plans for BHC academic, administrative and student service departments and divisions and the primary method for documenting improved effectiveness, and justification of resources and budgetary needs. Program Review is integral to academic planning and assessment and offers an approach for faculty, staff, and administration to discuss the quality of the career and technical education program or transfer discipline under review. 	<ul style="list-style-type: none"> ✓ Unit Plan alignment to the Strategic Plan has resulted in the following <ul style="list-style-type: none"> ○ 61 units align their work to Student Success ○ 41 units to Embrace diversity, equity and inclusion ○ 31 units to workplace culture ○ 44 units to institutional effectiveness ○ 28 units to community engagement and workforce development ✓ Faculty members reflect collaboratively on educational practices, student learning outcomes, retention, persistence, and completion and consider the role of their career and technical education program or transfer discipline in the context of the portfolio of programs and services offered by the College. This occurs during Program Review and Unit Planning. FY2022 cohort of programs included 12 career and technical education programs, 7 academic transfer disciplines and two student services 	●


<p>3. Provide stewardship of our resources to ensure financial and environmental sustainability.</p>	<ul style="list-style-type: none"> • The standard operating procedures of the Finance Division incorporate financial and environmental sustainability. 	<ul style="list-style-type: none"> ✓ Black Hawk financial standard operating procedures require resource stewardship for financial and environmental sustainability. As of the June 30, 2021 audit report (last audit report issued) the Board Fund Balance policy is being met. The preliminary FY23 budget presented to the Board on Monday, April 18th also complied with the policy. 	
<p>4. Adhere to accreditation expectations through continuous improvement, evidence-based documentation and annual monitoring processes.</p>	<ul style="list-style-type: none"> • Prepare the College for reaffirmation of accreditation by the Higher Learning Commission which includes writing an Assurance Argument, collecting evidence, identifying gaps and plans to address where the college is not in compliance with HLC. • Educate the college community on the expectations, process and content of the assurance argument 	<ul style="list-style-type: none"> ✓ The HLC Committee presented at Spring Assembly Day-progress to date on the Assurance Argument ✓ Evidence of meeting HLC criterion continue to be collected, documented and cataloged ✓ Draft assurance arguments are being written by Committee members ✓ Quality Initiative Report due 8/1/22 ✓ Assurance Argument must be submitted by 10/21/22 ✓ HLC Student Survey will be administered fall 2022 ✓ Federal Compliance Report due 10/21/22 ✓ HLC Site Visit scheduled 12/5-6/22 	

**STRENGTHEN THE COMMUNITY THROUGH
ENGAGEMENT
AND WORKFORCE DEVELOPMENT**

We will be the leading provider of workforce and economic development solutions.

- Green – progress as scheduled
- Yellow- planning phase or targeted to start FY23/FY24
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Strategy	Project Scope	Progress	Status
1. Expand participation as a genuine economic development partner on regional economic agency bodies.	<ul style="list-style-type: none"> Further develop the Business and Training Center as a provider of customized training Develop partnership within the communities we serve collaborating on economic development and workforce training. 	<ul style="list-style-type: none"> ✓ College representation on several community workforce committees is laying the foundation college involvement in economic development and training. Multiple stakeholders are represented by employers, American Jobs Center, Trades: <ul style="list-style-type: none"> ○ BEST QC Talent Steering Committee (United Way) ○ Talent Advisory Committee (QC Chamber) ○ SEPI Community of Practice on Work-Based Learning (Moline Foundation) ○ Advanced Manufacturing Board ○ Healthcare Sector Board ○ Kewanee Economic Development Council ○ Kewanee Rotary and Kiwanis ✓ East Campus Welding Competition business partners included Martin Engineering and Bogar. ✓ Provided 11 welding classes; training 107 new hired employees; providing 1760 hours of instructions for local employers. ✓ Customizable trainings vary in topic, duration and format. BTC has partnered and develop the following workplace training for FY21 and FY22 (YTD): <ul style="list-style-type: none"> ✓ Trained 719 incumbent workers ✓ Provided 2300 hours of customized training & 137.4 credit hours ✓ Industries include: <ul style="list-style-type: none"> ○ Manufacturers ○ School Districts ○ Project Now ○ Telephone Comp. 	

		<ul style="list-style-type: none"> ○ US Prison System ○ Military Installations ✓ Training topics include: <ul style="list-style-type: none"> ○ Internal Auditor Training ○ Production MIG Welding ○ MS Office at several levels ○ ISO Implementation ○ OSHA Confined Space ○ IV Therapy Refresher ○ Chemical Spill Response ○ PSHA—RCRA & DOT ○ OSHA Review ○ Lockout / Tagout ○ Safety Audits ✓ Collaborating with the Teaching Learning Center (TLC) and IT, BTC now offers all water classes in a live/online format via Zoom. This effort was also created efficiency in instruction because instructors are able to teach from anywhere. BHC is one of very few colleges that offers these classes online and class offerings are posted on the Illinois Rural Water Association's website at https://www.ilrwa.org/. For Spring 2022, BTC has served over 20 villages, towns and cities. 	
2. Develop and align college transfer and career and technical programs to meet regional employer needs.	<ul style="list-style-type: none"> ● Redesign/ re-align welding and automotive curriculum to meet employer needs (FY22) ● Develop 2 new CTE programs that meet the regional demands (FY22-23) ● Define the new program development process (FY22) ● Implement strategies for annual program evaluation (FY23) 	<ul style="list-style-type: none"> ✓ Automotive: curriculum has been redesigned to meet ASE standards. Completed internal curricular process and will submit to ICCB ✓ Welding: The curriculum has been re-designed and will be considered at the May Curriculum Committee meeting. It has been aligned with AWS standards ✓ 2 new CTE programs: Occupational Therapy Assistant has been submitted for approval. Cybersecurity launched in Spring 2022 and Court Reporting will launch Fall 2022. ✓ The new program development process has been mapped. We are currently in the review stage. ✓ Annual program evaluation: This will be completed in FY 23 	
3. Provide co-curricular learning opportunities, such as, but not limited to, internships, apprenticeships, job shadowing, clinicals, competitive academic teams, etc., providing students with experiences and pathways from college to work/career.	<ul style="list-style-type: none"> ● To prepare students for informed citizenship an workplace success a cross functional team of faculty and staff are looking at the cocurricular opportunities and the processes in place for the assessment of student learning. 	<ul style="list-style-type: none"> ✓ Co-curricular learning opportunities currently at Black Hawk College include: <ul style="list-style-type: none"> ○ at least 22 required or optional student opportunities to interact within professional settings through internships, clinical experiences, apprenticeships or practicums ○ 12 student clubs ○ student government participation at both QC and East campuses ○ participation as a student trustee on the Board of Trustees ○ 6 agricultural judging teams ○ agricultural scholastic bowls ○ job interview competitions ○ computer skills contests ○ public speaking contests. ✓ Assessment of learning through these experiences is being revised. Many co-curricular opportunities are in place and a committee is currently drafting a proposal for a unified co-curricular assessment plan across the college. A draft exists and revision is underway 	