



# **Strategic Plan Progress Report**

## **September 2023**

## Introduction

This report is the annual report for Black Hawk College Strategic Plan 2021-2024 cycle, emphasizing the importance of the college's student success and community engagement focused work. Understanding and meeting the needs of students and the communities we serve continues to be a focus of the college's employees.

The Strategic Plan provides guidance for decisions and operations. It ensures that decision and operation carry out the colleges mission and vision and that it complies with mandates and regulations of accrediting bodies such as the Illinois Community College and the Higher Learning Commission.

For the first time, our strategic plan was created 100% virtually. This meant the team did not work in a conference room in small table discussions with flip charts and post-it notes. The team had to find new ways to facilitate the group's participation and engagement of other key stakeholders. The Plan has served as a guide to keep the college concentrating on key strategic priorities and measuring progress over the last two years and is now entering its last year.

This report reflects the status of the projects going into the third year of our three-year plan. Six projects have successfully been integrated into operational Unit Plans and will continue to be monitored for their impact on fulfilling our mission. Ten projects continue to make progress and only two have planning phases on hold. There are no projects that have been stalled or are at risk of not being addressed. Additionally, the Plan reports on the progress of four Key Results with current measurements and projected targets (goals) through 2023-2024.

VISION											
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.											
MISSION											
OUR MISSION is to inspire students, develop talent and strengthen communities.											
CORE VALUES											
<b>Caring and Compassion</b> We advocate being kind, considerate, and empathic as we work toward our collective and separate goals. <b>Fairness</b> We promote consistency and evenhandedness in our policies, procedures, and dealings with others. <b>Honesty</b> We advocate being truthful, sincere, and candid in all aspects of our daily activities. <b>Inclusion and Diversity</b> We value the inclusion of all individuals and celebrate their unique attributes, characteristics, and perspectives	<b>Integrity</b> We promote being trustworthy, honorable, and consistent with our values in our interactions with others; we do the right thing even when it is not popular or easy. <b>Respect</b> We treat others with positive regard and esteem. <b>Responsibility</b> We are accountable, dependable, and reliable as we follow through on our commitment to teaching excellence, student learning, and service to others.										
KEY RESULTS											
	<table> <tr> <th>Metric</th><th>Goal: FY24</th></tr> <tr> <td>Student Retention</td><td>78%</td></tr> <tr> <td>Student Persistence</td><td>56%</td></tr> <tr> <td>Student Completion</td><td>45%</td></tr> <tr> <td>Student Transfer</td><td>25%</td></tr> </table>	Metric	Goal: FY24	Student Retention	78%	Student Persistence	56%	Student Completion	45%	Student Transfer	25%
Metric	Goal: FY24										
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CULTURAL BELIEFS											
Our culture drives our results, these cultural beliefs were developed to change the experiences, beliefs, and actions of our community to sustain behavior change and accountability throughout the college.  <b>Students &amp; Communities First</b> – I make decisions and advocate based on the needs of our students and external communities. <b>Value Others</b> – I foster trust by actively listening to, valuing, and respecting diverse opinions. <b>Let's Talk</b> – I communicate with intent, in a timely manner, and welcome feedback. <b>Explore Possibilities</b> – I embrace change and new ideas by working as if anything is possible. <b>One Black Hawk</b> – I collaborate with others throughout the College Community and am accountable for my actions.											

## College Wide Measures of Mission Fulfillment

### Key Results





Institutional Key Result	Key Result Description
Student Retention	Retention is fall term to spring term. All college credit, non-dual credit students are included in the fall cohort.
Student Persistence	Persistence is fall term to fall term. All college credit nondual credit students are included in the cohort. Student that earn a certificate or degree are not included
Student Completion	Percentages are based on the full-time, first-time fall cohort. Students that complete a certificate or degree within 150% of normal time (three fiscal years) are included in the completion percentage.
Student Transfer	Students that have not graduated but have transferred from the College withing 150% of normal time are included in the transfer percentage.


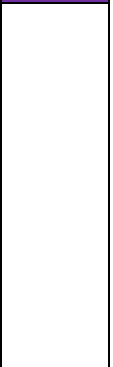

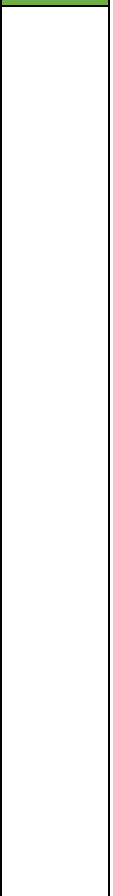
## STRATEGIC PLAN PROGRESS AT A GLANCE

PRIORITY # 1: BE A LEADER IN STUDENT SUCCESS AND OUTCOMES				
1.1	Enhance and expand innovative teaching and learning practices and support services that promote quality educational experiences.			
1.2	Implement systematic assessment of learning in academic programs, co-curricular activities and student services that inform and improve curriculum and student success.			
1.3	Foster an equitable and inclusive learning and student support environment.			
1.4	Identify and close equity gaps in student retention, persistence, and program completion rates.			
PRIORITY # 2: EMBRACE DIVERSITY, EQUITY, AND INCLUSION AS PART OF WHO WE ARE				
2.1	Create an inclusive college community of learners in an atmosphere of mutual respect, inclusiveness, and acceptance where all feel welcome and able to contribute.			
2.2	Provide targeted outreach and enrollment opportunities to historically underserved populations.			
2.3	Recruit and retain quality employees who reflect the diversity of our communities			
2.4	Provide opportunities for civic engagement in a diverse, multicultural society.			
PRIORITY #3: DEVELOP WORKPLACE CULTURE: WORK AS IF ANYTHING IS POSSIBLE				
3.1	Implement programs to strengthen a culture of trust, accountability and collaboration resulting in innovation and resiliency within the college.			
3.2	Establish career pathways for employees through the use of job shadowing, mentoring and succession planning.			
3.3	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.			
PRIORITY 4: STRENGTHEN INSTITUTIONAL EFFECTIVENESS THROUGH INTEGRATION OF ASSESSMENT, PLANNING AND RESOURCE ALLOCATION				
4.1	Ensure institutional effectiveness through the development, collection, and transparent communication of strategic key performance metrics.			
4.2	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.			
4.3	Provide stewardship of our resources to ensure financial sustainability.			
4.4	Adhere to accreditation expectations through continuous improvement, evidence-based documentation, and annual monitoring processes.			
PRIORITY #5 STRENGTHEN THE COMMUNITY THROUGH ENGAGEMENT AND WORKFORCE DEVELOPMENT				
5.1	Expand participation as a genuine economic development partner on regional economic agency bodies.			
5.2	Develop and align college transfer and career and technical programs to meet regional employer needs.			
5.3	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.			

## 2021-2024 Strategic Plan Progress and Review

Status of each objective is reported as:

	Purple – integrated into operational plans
	Green – progress as scheduled
	Yellow- in planning phase start FY24
	Red-Stalled or at risk of not being addressed

Tactics	Progress	Status
<b>PRIORITY # 1: BE A LEADER IN STUDENT SUCCESS AND OUTCOMES</b>		
1.1 Enhance and expand innovative teaching and learning practices and support services that promote quality educational experiences.		
<ul style="list-style-type: none"> <li>Strengthen and expand ongoing faculty development</li> <li>Develop a culture of peer sharing and review</li> <li>Financially supporting relevant faculty professional development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Seventeen faculty led communities of practice took place in FY 23</li> <li>✓ Twenty-eight faculty have completed the Association of College and University Educators Effective Teaching Practice Certification</li> <li>✓ Thirty-seven faculty requested and utilized \$32,428 for faculty professional development in FY 23</li> </ul> <p>NEXT STEPS</p> <ul style="list-style-type: none"> <li>✓ These initiatives have been integrated into the unit plan for academic leadership and will be monitored annually as a result.</li> </ul>	
1.2 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"> <li>HLC Taskforce will create collaborative teams addressing requirements including assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Black Hawk College (BHC) completed its 2023-2024 Comprehensive Evaluation by the Higher Learning Commission (HLC) in the Spring of 2023. The official action taken by the HLC is as follows: Action with Interim Monitoring. IAC continued the accreditation of Black Hawk College with the next Reaffirmation of Accreditation in 2032-33. In conjunction with this action, IAC required the following interim monitoring -an Embedded Report. An Embedded Report in the Assurance Review in 2026 on activity and results of ongoing efforts to meet the criterion in 4B and 5C. The institution must demonstrate the organization of commitment to assessment in all its forms, outcomes produced, and curricular and co-curricular improvements made across the institution.</li> </ul> <p>BHC established two Task Forces to address the requirements listed above. After review and discussion, the 4B Task Force, recommend four separate subcommittees to address the assessment requirements. They are:</p> <ul style="list-style-type: none"> <li>○ General Education Outcome Assessment</li> <li>○ Assessment Culture</li> <li>○ Assessment Processes</li> <li>○ Co-Curricular Assessment.</li> <li>○ All four teams continue to work on specific goals and deliverable articulated in Project Charters.</li> </ul> <p>NEXT STEPS:</p>	

	<ul style="list-style-type: none"> <li>✓ Continue to support the work of the HLC Taskforce committees and prepare an Embedded Report on progress in the 2026 HLC Assurance Review.</li> </ul>	
1.3 Foster an equitable and inclusive learning and student support environment.		
<ul style="list-style-type: none"> <li>• Close the digital literacy divide</li> <li>• Implement best-practices for all online course delivery</li> <li>• Change from transactional advising model to a more intrusive, student case management model associated with increased student persistence and success.</li> <li>• Equip students with information detailing their academic pathway to completion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Librarians collaborated with faculty to offer forty-four sessions on information literacy for students</li> <li>✓ College-wide subscription to LinkedIn learning providing employees and students just in time access to training on basic software programs such as Microsoft Office suite products</li> <li>✓ Working with EAB consultant completed an assessment of current advising practices. Facilitated follow up workshop with employees resulting in the identification of collaborative strategies for moving toward case-management advising model</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ Seeking to procure an advising CRM and training to assist with moving to case management advising and implementing detailed academic pathways to completion. Collaborate with faculty to implement best-practice in online course delivery.</li> </ul>	
1.4 Identify and close equity gaps in student retention, persistence, and program completion rates.		
<ul style="list-style-type: none"> <li>• Develop and implement preemptive and intentional retention strategies that address the unique needs of students</li> <li>• Implement the Guided Pathways model (FY22-23)</li> <li>• Ensure consistency with campus level services for students who are online learners</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>✓ Perkins programs supported hiring tutors for associate degree nursing, practical nursing, Computer information technology, and cybersecurity programs. Support laptop loan programs for CTE students without access to computers</li> <li>✓ Eight pathways have had specific courses identified and sequenced to maximize seamless transfer.</li> <li>✓ Online learners continue to be able to access most of the student services virtually.</li> <li>✓ 24 hours Library chatbot service added in FY 23</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ In Fall 2023 complete four additional pathways to maximize seamless transfer</li> <li>✓ Processes are being developed to allow students to identify the path they are pursuing and to intentionally schedule the courses in the pathway</li> </ul>	
<b>PRIORITY 2: EMBRACE DIVERSITY, EQUITY, AND INCLUSION AS PART OF WHO WE ARE</b>		
2.1 Create an inclusive college community of learners in an atmosphere of mutual respect, inclusiveness, and acceptance where all feel welcome and able to contribute.		
<ul style="list-style-type: none"> <li>• Explore research based professional development with a focus on Diversity, Equity Inclusion and Belonging.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students expressed in the 2021 Student Satisfaction Inventory that they feel welcome and safe and that the college has a strong commitment to diversity, equity, and inclusion. They will be surveyed again in the fall of 2023.</li> <li>✓ The <a href="#">BHC Administrative Guideline 3-1.2</a> describes the college's policy and practice of non-discrimination and anti-harassment and is predicated on the statement "The College is committed to a work environment in which all individuals are treated with respect and dignity." The guideline is readily available for students and employees through the myBH portal.</li> <li>✓ Minority student enrollment in FY2022 represented a larger percentage (35%) of the student body than the College's district population (23.25%).</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ The BHC general education learning outcomes have been revised and approved by faculty detailing that upon degree completion “<i>Students will recognize the complexity and contributions of other cultures in a variety of contexts, including beliefs and practices, and promote sensitivity, awareness, and respect for cultural differences.</i>” Departments submit assessment data reporting that reports describing how their courses align with and address this and other general education outcomes.</li> <li>✓ Spring 2023 began offering faculty professional development training course on fostering a culture of belonging</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ Intentionally incorporate diversity and inclusion practices into curriculum design</li> </ul>	
2.2 Provide targeted outreach and enrollment opportunities to historically underserved populations.		
<ul style="list-style-type: none"> <li>• Research and address diversity and accessibility in dual credit courses</li> <li>• Support Adult Education student transition to postsecondary education</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implemented a balance forward authorization allowing students with a balance of \$200 or less to authorize payment using the next semester financial aid.</li> <li>✓ Collaboration with World Relief to offer adult learning opportunity for sixty students in ESL while the children participated in a summer camp</li> <li>✓ Participation in Mercado on fifth on Friday evenings</li> <li>✓ Expanded staff participation in grade school activities- <i>Morning Coffee Club</i> Wilson Middle School; Middle School Open house to promote dual credit</li> <li>✓ HLC Taskforce team created to review and better align key college plans. This review along with feedback received from the EAB audits of the SEM plan resulted in the decision to sunset the Strategic Enrollment Management Plan and the Education Master Plan.</li> <li>✓ The Marketing Plan addresses specific outreach to high potential target markets in support of the SEM/EMP</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ Integrate the Strategic Enrollment Management Plan and the Education Master Plan into a more aligned and targeted Strategic Education and Enrollment Plan. Target date for new plan development is January 2024.</li> <li>✓ Complete the integration of the Recruitment office with Marketing &amp; Public Relations establishing additional strategies to reach underserved populations.</li> <li>✓ These initiatives are now integrated into specific Unit plans and will be monitored annually as a result.</li> </ul>	
2.3 Recruit and retain quality employees who reflect the diversity of our communities.		
<ul style="list-style-type: none"> <li>• Develop an employee onboarding program</li> <li>• Develop a recruitment plan to address diversity in employees</li> </ul>	Planning/Design: Plan is on hold until which time the leadership of the Human Resources Office is available to provide direction.	
2.4 Provide opportunities for civic engagement in a diverse, multicultural society.		
<ul style="list-style-type: none"> <li>• Develop engagement opportunities in diverse communities and partnerships allowing students to participate in society.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Upon review during the HLC Comprehensive Evaluation the College learned that our curriculum and student engagement activities are rich with opportunities such as: <ul style="list-style-type: none"> <li>○ Black History Month Activities</li> <li>○ Hosted NASA Astronaut for evening lecture with community</li> <li>○ Women’s History Month Activities</li> <li>○ Student Engagement Leadership Activities</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>○ Student Club and Organizations Community activities</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ Continue to support student engagement opportunities</li> <li>✓ When appropriate align the assessment of these opportunities with the Co-Curricular assessment program.</li> <li>✓ Continue to monitor student satisfaction through surveys and co-curricular assessment.</li> <li>✓ Initiatives are</li> <li>✓ These initiatives have been integrated into the unit plan for academic and student services leadership and will be monitored annually as a result.</li> </ul>	
<b>PRIORITY 3: DEVELOP WORKPLACE CULTURE: WORK AS IF ANYTHING IS POSSIBLE</b>		
3.1 Implement programs to strengthen a culture of trust, accountability and collaboration resulting in innovation and resiliency within the college.		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• An all-employee Drive Culture For Student Success was conducted in September 2023 introducing employees to foundational principles that culture drives our results, introduced the key results and three tools to sustain behavior change and accountability throughout the college. This training and subsequent trainings help align employees around core priorities and behavioral culture shifts necessary to achieve our Key Results.</li> <li>• The Drive Culture Steering Committee and trained Champions offered opportunities for employees to come together by offering Employee Coffee Chats and Let's Talk N Walk events.</li> <li>✓ BHC trained Culture Champions conducted a refresher course to a standing room only group of faculty at faculty assembly day and plans are under way to continue refresher trainings on each of the culture tools.</li> <li>✓ Fall 2023 , to measure the employee culture, we will be conducting the Great Place To Work survey. This survey measures the level of trust in our college and the consistency of the employee experience.</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ New employee exposure to the framework and culture tools conducted 9/13 /23 with the goal to train all full-time employees.</li> <li>✓ The Culture Partners consultant worked with President Cabinet on leadership principles in support of driving culture.</li> <li>✓ Plans to expand to include part-time employees are under development.</li> </ul>	
3.2 Establish career pathways for employees through the use of job shadowing, mentoring and succession planning.		
<ul style="list-style-type: none"> <li>• Development of Plan is on hold</li> <li>• Revise performance evaluation process to include succession planning &amp; mentoring</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plan is on hold until which time the leadership of the Human Resources Office is available.</li> </ul>	
3.3 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"> <li>• Restricted funds are set aside for faculty and staff to access for professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Fifty-seven staff requested and utilized \$57,096 for professional development in FY 23</li> </ul>	
<b>PRIORITY 4: STRENGTHEN INSTITUTIONAL EFFECTIVENESS THROUGH INTEGRATION OF ASSESSMENT, PLANNING AND RESOURCE ALLOCATION</b>		
4.1 Ensure institutional effectiveness through the development, collection, and transparent communication of strategic key performance metrics.		
<ul style="list-style-type: none"> <li>• Work with Presidents Cabinet to identify and monitor Key Results</li> </ul>	<ul style="list-style-type: none"> <li>✓ President's Cabinet identified four key results as student retention, persistence, completion and transferring to a</li> </ul>	



<ul style="list-style-type: none"> <li>• Share Key Results through the Drive Culture for Student Success</li> <li>• Publish Student Achievement Dashboard publicly on college website</li> </ul>	<p>bachelor degree granting institution. These are monitored annually and are shared with employees during the Drive Culture for Student Success.</p> <ul style="list-style-type: none"> <li>✓ The above key results are shared with department Chairs and supervisors as benchmarks in the Program Review process and are also available through the college dashboard in the data warehouse</li> <li>✓ The Student Achievement Dashboard is updated annually and posted to the college website.</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ To increase visibility of the key results integrate them into the Anthology Unit Planning software, and publish them on myBH</li> </ul>	
<p>4.2 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.</p>		
<ul style="list-style-type: none"> <li>• Provide training on data analytics to increase the capacity of employees to used data to inform decisions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The scope of this project has just begun to take shape around the body of knowledge known as data literacy. Gartner defines data literacy as: The ability to read, write and communicate data in context, including an understanding of data source and constructs, analytical methods and techniques applied, and the ability to describe the use-case application and resulting value.</li> <li>✓ In order to determine the effectiveness of the Action: Implement processes that use data-informed decision making to drive continuous improvement, allocate resources and enable initiatives that align with the institutions strategic priorities the PIE office is recommending stepping back and first determining the maturity of data informed decision making occurring withing the College and even a step further to determine the level of data literacy the college has. Recognizing the inherent need for data informed/driven decision making - and to know how to drive or realize specific benefits and outcomes of data literacy is fundamental to knowing if processes are effective or not.</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ Administer the Data Literacy Index to key leaders within the college</li> <li>✓ Continue to work with department chairs and supervisors providing them access to data and training on the meaning of the data they use to drive improvements.</li> </ul>	
<p>4.3 Provide stewardship of our resources to ensure financial sustainability.</p>		
<ul style="list-style-type: none"> <li>• Engage in financial planning that enables the college to fulfil its mission</li> </ul>	<ul style="list-style-type: none"> <li>✓ Operational activity includes financial initiatives staying current with GASB pronouncements and GFOA programs and environmental initiatives of incorporating modern technology in our facilities including LED lighting, digital controls, efficient heating, and cooling systems while renovating facilities.</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ Continuation of practice financial reporting monthly to the Board of Trustees</li> <li>✓ This practice is monitored monthly by the Board of Trustees and has been integrated in the standard Board Agenda.</li> </ul>	
<p>4.4 Adhere to accreditation expectations through continuous improvement, evidence-based documentation, and annual monitoring processes.</p>		

<ul style="list-style-type: none"> <li>✓ Complete the HLC Comprehensive Evaluation process to maintain accreditation</li> <li>✓ Continue to work of building evidence the college meets the criterion of 4B and 5C</li> </ul>	<ul style="list-style-type: none"> <li>✓ Black Hawk College (BHC) completed its 2023-2024 Comprehensive Evaluation by the Higher Learning Commission (HLC) in the Spring of 2023. The official action taken by the HLC is as follows: Action with Interim Monitoring. HLC continued the accreditation of Black Hawk College with the next Reaffirmation of Accreditation in 2032-33. In conjunction with this action, HLC requires an interim monitoring Embedded Report.</li> </ul> <p>The institution must demonstrate the organization of commitment to assessment in all its forms, outcomes produced, and curricular and co-curricular improvements made across the institution (4B). With respect to 5C, the strategic plan should be the driver of all other plans and the unit plans (strategic enrollment management, technology, academic master plan etc.) and be clearly linked to resources and budget. The institution must have evidence that the assessment processes produce outcomes that can be measured, articulated, incorporated into program and program planning and improvement, and have a direct link to the budget development and resource allocation process.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ The HLC Taskforce began work in Spring 2023 and continues its work on six separate projects preparing to report progress in the 2026 Embedded Report and Assurance Review.</li> </ul>	
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## PRIORITY #5 STRENGTHEN THE COMMUNITY THROUGH ENGAGEMENT AND WORKFORCE DEVELOPMENT

5.1 Expand participation as a genuine economic development partner on regional economic agency bodies.			
<ul style="list-style-type: none"><li>• Further develop the Business and Training Center as a provider of customized training</li><li>• Develop partnership within the communities we serve collaborating on economic development and workforce training.</li></ul>	<ul style="list-style-type: none"><li>✓ The Business Training Center more than doubled its billable revenue at \$675.158 serving 1157 participants<ul style="list-style-type: none"><li>○ 3414 Total Hours Trained</li><li>○ 184.2 Credit Hours</li><li>○ 476.40 Non-Credit hours</li></ul></li><li>✓ Established partnerships with the following communities to collaborate on economic and workforce training:<ul style="list-style-type: none"><li>○ Black Hawk Regional Pathways</li><li>○ Henry County EDC</li><li>○ Quad Cities Chamber of Commerce</li><li>○ Illinois Manufacturing Association</li><li>○ Kewanee EDC</li><li>○ Quad Cities Youth Apprenticeship Council</li><li>○ Manufacturing Sector Board</li><li>○ Stark County Career Link</li><li>○ UnityPoint Health System</li><li>○ Illinois Public Health Association-Workforce Readiness for Community Health Workers</li></ul></li></ul>		
5.2 Develop and align college transfer and career and technical programs to meet regional employer needs.			
<ul style="list-style-type: none"><li>• Develop two new CTE programs that meet the regional demands (FY22-23)</li><li>• Implement strategies for annual program evaluation (FY23)</li></ul>	<ul style="list-style-type: none"><li>✓ Introduced in FY2022 new or revised curriculum to meet industry demands:<ul style="list-style-type: none"><li>○ Shielded Metal Arc Welding</li><li>○ Gas Metal Arc Welding</li><li>○ Financial Services Certificate</li><li>○ Music Industry Certificate</li><li>○ Air Conditioning Specialist</li><li>○ Small Business Management</li></ul></li></ul>		

	<ul style="list-style-type: none"> <li>○ Business</li> <li>○ CNC Production Machinist</li> <li>○ CNC production Operator</li> <li>○ Automotive Repair Technology</li> <li>○ Automotive Repair</li> <li>○ Brake Specialist</li> <li>○ Wheel Alignment Suspension</li> <li>○ Medical Coding Specialist</li> <li>○ Agriculture Mechanics</li> <li>○ Agricultural Mechanics Technology</li> </ul> <p>✓ New Program development continues with five programs under development and five in the concept phase.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ Planning has begun among the Deans on effective practices in program evaluation models to be shared with Academic Planning Committee in Spring 2024.</li> <li>✓ Continue development of new programs</li> </ul>	
5.3	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"> <li>• To prepare students for informed citizenship and workplace success a cross functional team opportunities and the processes in place for the assessment of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The HLC Taskforce created the Co-Curricular team that with the collaboration among faculty and staff defined what Co-curricular learning opportunities are, wrote a handbook and piloted three separate areas complete in Spring 2023 for co-curricular assessment of general education outcomes.</li> </ul> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> <li>✓ Share results of the Pilot, distribute the handbook, solicit, and work with faculty and staff providing co-curricular opportunities for students to assess and report on the impact of those opportunities. This has been integrated into the assessment practices now in place and reported on through the unit planning process.</li> <li>✓ This initiative has been integrated into Unit Planning process and reported annually through academic and student services reports.</li> </ul>

## Key Results Summary

While the college did suffer some setbacks in the wake of Covid, our internal success markers are trending upward. Overall retention increased 1.2% from 2019 to 2023 with persistence climbing 3.5% over the same period. Additionally, degree completion within three years has improved as well, up 9.3% from 2017 to 2021. Meanwhile, the portion of students transferring to other institutions without an academic award from the college is decreasing. Both male and female students are seeing more success, with the equity gap between the two populations growing smaller and smaller. In 2019, there was a 4.9% gap in persistence between men and women. In 2023, that gap has shrunk to 3.1%.

However, there are still populations that need more support. Men are far less likely than women to receive a degree or certificate from the college, with an equity gap of 10.2% in 2021. This is a slight improvement from a 12.8% gap in 2017. PELL students are also failing to improve in their retention or persistence over the last five years, although those who stick with the college are seeing improved completion rates. Finally, minority students are seeing improvements across the board, but continue to lag behind the rest of the student body

Disaggregated Institutional KPIs													
Source: Data Warehouse as of 9/11/2023													
Retention Goal- 78%							Completion- Goal 45%						
Year	Cohort Headcount	Overall	Minority	Male	Female	PELL	Year	Cohort Headcount	Overall	Minority	Male	Female	PELL
18-19	3,109	75.4	74.8	73.8	76.5	80.8	16-17	676	36.4	25.1	29.7	42.5	30.2
19-20	2,972	73.6	71.5	72.2	74.6	77.7	17-18	538	38.7	27.0	37.6	39.8	32.1
20-21	2,635	74.2	70.1	74.0	74.3	79.6	18-19	529	39.9	32.6	35.3	44.7	34.3
21-22	2,416	73.6	72.6	72.1	74.5	75.8	19-20	584	43.0	30.9	40.3	45.6	39.0
22-23	2,276	76.6	73.7	76.5	76.7	79.3	20-21	453	45.7	32.1	39.4	49.6	38.2
Persistence - Goal 56%							Transfer - Goal 25%						
Year	Cohort Headcount	Overall	Minority	Male	Female	PELL	Year	Cohort Headcount	Overall	Minority	Male	Female	PELL
18-19	3,109	49.2	52.6	45.6	51.5	55.0	16-17	676	8.6	6.3	9.6	7.6	6.3
19-20	2,972	47.5	45.7	43.9	49.9	50.2	17-18	538	9.1	8.1	8.6	9.7	7.1
20-21	2,635	49.1	47.8	46.7	50.4	51.6	18-19	529	12.7	10.6	13.1	12.3	10.5
21-22	2,416	49.0	49.3	43.2	52.3	50.0	19-20	584	10.3	8.6	11.0	9.7	8.5
22-23	2,276	52.7	51.0	51.0	54.1	55.5	20-21	453	7.1	4.5	9.7	5.4	4.0

### Definitions:

- Retention and Persistence are based on the definitions outlined in the National Community College Benchmark Project (NCCBP).
  - Retention is fall term to spring term. All college credit, non-dual credit students are included in the fall cohort.
  - Persistence is fall term to fall term. (Uses the same starting fall cohort as retention)
  - Students that earn a certificate or degree are subtracted from the denominator for both retention (fall term graduates) and persistence (fall, spring, and summer graduates).
- Completion and transfer rates are part of the Graduate Rate Survey.
  - Percentages are based on the full-time, first-time fall cohort.
    - Based on the ICCB's Fall Enrollment Report (E1).
    - Students that complete a certificate or degree within 150% of normal time (three fiscal years) are included in the completion percentage.
    - Students that have not graduated but have transferred from the College within 150% of normal time are included in the transfer percentage