



Accountability/ Program Review

Abridged Version

FY 2013

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

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ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Business, Management and Administration

Career Pathway Administrative and Information Support

CIP Code	Program Title	Degree Type
520401	<i>Administrative Assisting</i>	03
520401	<i>Administrative Assisting Certificate</i>	20
520401	<i>Administrative Office Support Certificate</i>	20
520401	<i>Information Processor</i>	20

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
- Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or re-sequencing courses or improving facilities.
- Placed on Inactive Status:** This program has or will be placed on inactive status.
- Discontinued/Eliminated:** This program has or will be discontinued.
- Scheduled for Further Review:** This program had serious concerns identified during the program review process. Improvement strategies have been identified and the program will be monitored during the next year. Any program given this status will have to have a follow-up report written for the next year's program review. For the follow-up report, the reviewer may use this same format, but is not required to do so by the ICCB
- Other,** please specify: _____

Improvements or Rationale for Action

Steady student enrollment and calls to hire graduates corroborate program success and viability. Recent curriculum sequencing and certificate laddering have supported program growth and facilitated student needs. Courses within this area are taught for dual credit and additional opportunities exist for growth.

Improvements in the program include replacing an advanced web page course with a proofreading course. This was at the request of our Advisory Board and internship employers as well as through findings in portfolio assessment.

Many courses meet the Perkins criteria by including discussion/activities related to personal health, workplace performance, personal/financial well-being, the nature of individual work as it relates to the impact on the social condition, the environment, and profitability of an organization. In addition, courses require students to communicate thoughts, ideas and action plans with clarity, whether using written, verbal, and/ or visual methods and to complete projects that demonstrate creativity and innovation.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Faculty Program Review Assessment Team and Advisory Committee Review

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Architecture & Construction

Career Pathway Construction

CIP Code	Program Title	Degree Type
460402	<i>Apprenticeship Construction Laborer</i>	03
460402	<i>Concrete Specialist Certificate</i>	30
460402	<i>Apprenticeship Construction Laborer Certificate</i>	20

Action: Based on the program review, will the College: *Please select ONE*

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Improvements or Rationale for Action

With substantial staff turnover and lack of a College liaison, enrollment, reporting, and recruitment continue to be a challenge. The College has identified a faculty liaison starting Fall 2013. Data indicate that growth potential exists for both student enrollment and job placement. Additional growth within dual-credit offerings and institutional connections is likely.

Recently a 9-credit hour Intro to Building Trades Certificate was created for secondary high school students to ladder to the apprenticeship construction AAS. An 18-credit hour certificate is being considered for possible expansion for dual offerings. Some of the local high schools have Building Trades programs and are interested in expanding dual offerings.

This program aligns with the Architecture & Construction Career Cluster™ (AC) in the Construction Career Pathway (AC-CST). A pathway is being created for secondary students to complete a Intro to Building Trades Certificate.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Faculty Program Review Assessment Team and Advisory Committee Review

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Business, Management and Administration

Career Pathway Management, and Administrative and Information Support

CIP Code	Program Title	Degree Type
520201	<i>Business Continuity Planning</i>	30

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
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Improvements or Rationale for Action

The Business and Office Technology Education Department has decided to inactivate this certificate offering.

Development of this certificate was recommended by the department's advisory council. In spite of substantial marketing efforts, enrollment was insufficient to justify continuation. After discussions with the advisory council, it was determined that the current economic environment was not favorable to support enrollment in this program at the current time. As the economy improves, employers may recognize the need to develop these skills and the program may become viable in the future.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Faculty Program Review Assessment Team and Advisory Committee Review

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Business, Management and Administration

Career Pathway Management, and Administrative and Information Support

CIP Code *520204* Program Title *Business Information Technology Certificate* Degree Type *20*

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
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- Other,** please specify: _____

Improvements or Rationale for Action

Strong enrollment, substantial projected employment growth, and ongoing calls to hire graduates corroborate program success. Recent course sequencing and laddering of certificates to on-line degree have further strengthened enrollment and accommodated working student needs.

Compression of the number of sections caused a major review and revamp of time slots for courses. This culminated in a master schedule for the program. Some courses are now offered only one semester/year with a day offering or online option. These timings have been coordinated and fine-tuned within other disciplines in the college whose programs are interdependent.

Many courses meet the Perkins criteria by including discussion/activities related to personal health, workplace performance, personal/financial well-being, the nature of individual work as it relates to the impact on the social condition, the environment, and profitability of an organization. In addition, courses require students to communicate thoughts, ideas and action plans with clarity, whether using written, verbal, and/ or visual methods and to complete projects that demonstrate creativity and innovation.

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Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Business, Management and Administration

Career Pathway Management, and Administrative and Information Support

CIP Code	Program Title	Degree Type
520407	<i>Business Information Technology</i>	03
520407	<i>Information Technology Specialist</i>	20

Action: Based on the program review, will the College: *Please select ONE*

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- Course Embedded Questions
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Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Business, Management and Administration

Career Pathway Administrative and Information Support

CIP Code	Program Title	Degree Type
520407	<i>Computer Specialist</i>	03
520407	<i>Network + Prep Certificate</i>	30
520407	<i>A+ Prep Certificate</i>	30

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- Other,** please specify: _____

Improvements or Rationale for Action

Solid student enrollment, strong employment outlook, and calls to hire graduate indicate a strong program. While there are dual credit agreements in place, there is likely substantial opportunity to grow in this regard. Ongoing needs for software, hardware, and qualified adjunct faculty are being maintained but would require additional time, effort, and resources with expanded program growth.

The curriculum is determined by local businesses and industry certifications. The faculty team review the curriculum annually for updates as this is a fast-changing field.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
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- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Faculty Program Review Assessment Team and Advisory Committee Review

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Health Science
Career Pathway Therapeutic Services

CIP Code 510601 Program Title *Dental Assisting (SSC)* Degree Type **20**

Action: Based on the program review, will the College: *Please select ONE*

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- Other,** please specify: _____

Improvements or Rationale for Action

The Dental Assisting program is a cooperative program with Scott Community College (SCC). It has enjoyed robust enrollments, waitlists, and high pass rates on board exams, for several years and boasts high placement rates for its students. The Program has a very experienced faculty and an active advisory board, comprised of local healthcare professionals.

The classroom and laboratory space is in need of upgrading and is currently being renovated. There is also a need for two new operatories to be housed in the new space. SSC has deemed its plan to upgrade equipment as a high priority.

In addition to equipment improvement, SCC is creating new adjunct faculty recruitment opportunities, an improved pre-program entry orientation process, new evaluations from employers who have hosted students and incorporating some "soft skills" into its curriculum to meet the demands of today's professional workplace.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify:

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Health Science

Career Pathway Diagnostics Services

CIP Code	Program Title	Degree Type
501903	<i>Electroneurodiagnostic Technology (SCC)</i>	03

Action: Based on the program review, will the College: *Please select ONE*

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- Other,** please specify: _____

Improvements or Rationale for Action

The EDT program is a cooperative program with Scott Community College. It has enjoyed robust enrollments, wait lists, and high pass rates on board exams, for several years. The program boasts 100% placement rates for its students. The program has a very experienced faculty and an active advisory board comprised of local healthcare professionals.

The primary challenge to this program is the acquisition of updated equipment to keep pace with the healthcare industry. Specifically, the program reviewers makes note of the need for the following items: medical cart, mini server, EEG/PSG digital computer systems, and DVD materials.

The program reviewers also see value in a mentoring program to support student success. Scott Community College has been awarded a grant for the development of this program.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Health Science

Career Pathway Diagnostics Services

CIP Code	Program Title	Degree Type
501904	<i>EMT Paramedic Certificate</i>	20
501904	<i>Associate in Science EMS -- Paramedic</i>	03

Action: Based on the program review, will the College: *Please select ONE*

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Improvements or Rationale for Action

Black Hawk College is currently the only institution in our area offering this training. Both the Program Director and Medical Director are well known in the healthcare community and are admired for their dedication to the program. The program boasts robust enrollments and excellent pass rates on exams. The program recently received accreditation from CoAEMSP.

Recommendation for improvements include: developing a plan to ensure the consistent tracking of enrollment data and terminal competencies, as well as survey/evaluation results. The director notes the difficulties managing a program with one full time faculty member. Curriculum revisions being considered include adding computer and math courses. The director makes note of the lack of dedicated classroom/lab space, which makes convenient class scheduling difficult. Finally, a plan should be developed to address the 40% attrition rate the program has experienced in the past.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Law, Public Safety, Corrections & Security

Career Pathway Emergency and Fire Management Services

CIP Code 430202 Program Title *Fire Science Officer* Degree Type **03**

Action: Based on the program review, will the College: *Please select ONE*

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Improvements or Rationale for Action

This program continues to provide the necessary skills and knowledge for individuals who are interested in obtaining leadership positions in fire departments. There continues to be a concerted effort to be sure that the curriculum and testing are in line with the recommendations from the State Fire Marshall and this must continue as the program moves forward. The program has had enrollments of 96 the past two years. These are down significantly from FY 2009 – 2011, but are in line with the numbers pre-recession. The job outlook for firefighters is about average, so, the job outlook for FSO would assumedly be similar. The program continues to provide a valuable service and is continues to be profitable for the college.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

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- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
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- Other, please specify: Faculty Program Review Assessment Team and Advisory Committee Review

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Transportation, Distribution, and Logistics

Career Pathway Warehousing and Distribution Center Operations

CIP Code *520203* Program Title *Inventory Specialist* Degree Type *20*

Action: Based on the program review, will the College: *Please select ONE*

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- Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or re-sequencing courses or improving facilities.
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Improvements or Rationale for Action

Advisory board feedback corroborates the need for and opportunities within this area. Enrollment has been impacted by turnover in administrative leadership. Without sufficient administrative management, the program has been challenged in finding student internships, marketing efforts to increase enrollment and the development of dual credit opportunities.

Some courses within this area are successful in terms of both enrollment and dual credit offering and can accomplish further growth with appropriate administrative support. A number of curriculum changes to better sequence courses are likely to support needed marketing efforts to grow student enrollment.

Areas of improvement include expanding relationships with high schools, other institutions of higher education, and businesses promoting educational, personal growth, and possible future employment opportunities for students.

Addressing IT needs with up-to-date software licensing and hardware need are an ongoing effort.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

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- Writing Samples
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- Other, please specify: Faculty Program Review Assessment Team and Advisory Committee Review

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Architecture and Construction

Career Pathway Design/Pre-Construction

CIP Code	Program Title	Degree Type
151302	<i>ProE Certificate</i>	30
151302	<i>AutoCAD Certificate</i>	30

Action: Based on the program review, will the College: *Please select ONE*

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Improvements or Rationale for Action

While student enrollment remains flat, industry corroborates the need for this program and actively recruits and hires graduates. Local companies are aware that the program always uses the most up-to-date software packages and may apply this training to update their employees due to John Deere requirements. Plans include strengthening the mathematics background required for the design aspects of the program

Although dual credit interest and pathway options indicate strong potential to grow this program, administrative turnover and lack of full-time faculty hinder efforts to increase enrollment. With the retirement of the current full-time faculty member, this area will require a full-time faculty replacement to maintain and/or grow this area. Strong marketing efforts are required along with administrative continuity to support recruitment efforts.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

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Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Career Cluster Health Science

Career Pathway Diagnostics Services

CIP Code

510911 *Radiologic Technology*

Program Title

Degree Type

03

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
- Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or re-sequencing courses or improving facilities.
- Placed on Inactive Status:** This program has or will be placed on inactive status.
- Discontinued/Eliminated:** This program has or will be discontinued.
- Scheduled for Further Review:** This program had serious concerns identified during the program review process. Improvement strategies have been identified and the program will be monitored during the next year. Any program given this status will have to have a follow-up report written for the next year's program review. For the follow-up report, the reviewer may use this same format, but is not required to do so by the ICCB
- Other,** please specify: _____

Improvements or Rationale for Action

Black Hawk College and Trinity School of Radiography entered into an agreement of cooperation to jointly offer this program in 1995. The program continues to see robust enrollments and high pass/licensure rates. However, communication with Trinity College has been sporadic since the agreement's inception, depending upon the various members of the colleges' administrations. Recently, a new spirit of collaboration has emerged between the two institutions and a revised agreement of cooperation is currently in the draft phase. It is expected that with better information sharing and cooperation, this program will flourish with minor improvements.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name *Black Hawk College* **5-Digit College Number** *50301* **Date:** *FY2013*

Career Cluster Transportation, Distribution, and Logistics

Career Pathway Warehousing and Distribution Center Operations

CIP Code	Program Title	Degree Type
520409	<i>Logistics & Warehousing</i>	20
520409	<i>Logistics & Warehousing</i>	30
520409	<i>Warehouse & Distribution Specialist</i>	30

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
- Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or re-sequencing courses or improving facilities.
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- Other,** please specify: _____

Improvements or Rationale for Action

As a low cost program with strong employment opportunities, there exists opportunity for both growth in enrollment and program efficiencies. Serious challenges exist with lack of directed leadership within this area. With directed leadership, there are opportunities to connect with area educational institutions and industry. This program may be better aligned within the Business area and consideration should be given to relocating or realigning this area.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Faculty Program Review Assessment Team and Advisory Committee Review

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: Academic Disciplines

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Discipline Area *Computer Science and Computer Science Information Systems*

Improvements or Rationale for Action

Since the 2010 academic year, enrollment in Computer Science courses has steadily declined. The Computer Science program and associated course have been aligned with the Mathematics program under the leadership of a single academic department. Career and technical education computer courses and programs have been aligned under a separate academic department. Beginning with the 2014 academic year the computer science program and associated courses including CS090, 100, 210 will be realigned under one academic department. This realignment will allow for stronger collaboration by faculty with similar competencies to better analyze courses and programs and determine curriculum changes necessary to strengthen the program.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: Academic Disciplines

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Discipline Area *Mathematics*

Improvements or Rationale for Action

While the number of individuals seeking an AA in Mathematics remains inconsequential, the Mathematics department continues to provide the coursework necessary for many programs. The enrollment in Mathematics courses has decreased slightly (2.4%) since their 5-year high of FY2011, however, the non-developmental enrollment has increased since then.

The department has redesigned some developmental courses in order for students to be more successful and to help improve retention and completion rates. The MATH 081 and 091 have been redesigned so that there is less overlap and the material in each course can be covered in greater depth. The MATH 086 course has been designed so that students work only on the material each individual needs and at their own pace. The ALEKS program is the basis for this redesign and allows the course to be self-paced. With the FA 2013 data, the department can start to analyze the effectiveness of these changes. All these changes have been made with information obtained from state and national mathematics organizations (IMACC, AMATYC, AMA, etc.).

New developmental courses (MATH 092/094) have been developed to help students reach their goal of getting to a college-level course sooner. The curriculums of these courses are better aligned with the curriculums of the two general education mathematics courses these are meant to feed into (MATH 108/110). These courses are slated to be offered FA 2013.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: Academic Disciplines

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Discipline Area *Supply Chain Management*

Improvements or Rationale for Action

This program continues to have solid enrollment and a strong partnering with a senior educational institution. Curriculum is developed to reflect current trends and it is possible that course/program expansion is possible.

One of the strengths of this program is the strong positive relationship with a senior institution. Both institutions work closely together providing students with opportunities to participate in internships, workshops, and job fairs. These opportunities give students a chance to network, meet prospective employers, and investigate the field of supply chain management. These professional events, which are unique to the supply chain management program, offer students with personal growth and development of business acumen.

Areas for improvement include increasing student awareness of the supply chain management field and expanding our relationships with high schools, other institutions of higher education, and businesses promoting educational, personal growth, and possible future employment opportunities for students.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 3: Cross Disciplinary Curricula

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Cross Disciplinary Program: *Adult Education/ Adult Basic Education PCS-17*

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
- Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or re-sequencing courses or improving facilities.
- Placed on Inactive Status:** This program has or will be placed on inactive status.
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- Other,** please specify: _____

Improvements or Rationale for Action

As discussed in the ESL rationale, a significant change in Adult Basic Education came with the development of ABE classes designed specifically for English language learners. The addition of Evidence Based Reading Instruction (EBRI) in FY 14 will bring additional change and improvement. EBRI will help readers who have plateaued at the 4th-6th grade reading level. We will pilot at one site in the Fall of 2013 under the Intensive Language Arts title and then expand to other sites in the Spring.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Faculty Program Review Assessment Team and Advisory Committee Review

Statewide Program Issues (if applicable)

Reductions in Federal aid to Adult Education coupled with level funding on the State level and continued reductions in the apportionment rates and actual payment of apportionment provide continued funding challenges.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 3: Cross-Disciplinary Curricula

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Cross Disciplinary Program: *Adult Education/ Adult Secondary Education PCS-18*

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
- Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or re-sequencing courses or improving facilities.
- Placed on Inactive Status:** This program has or will be placed on inactive status.
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- Other,** please specify: _____

Improvements or Rationale for Action

Black Hawk College offers instruction throughout the APC region as the sole ICCB Adult Education provider. One means of showing the level of need within the community for Adult Education instruction is by the number of students who are on waiting lists for various programs. Enrollment numbers remain high although these numbers fluctuate, our managed enrollment (every three weeks) and block scheduling aids in directing student placement within levels.

Focus on changes and improvements in the ASE (GED) area will center on adaptations needed to prepare students for the FY 14 release of a redesigned GED test, alignment with college credit instruction to improve transition and student success, and alignment with ASE content standards.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

Reductions in Federal aid to Adult Education coupled with level funding on the State level and continued reductions in the apportionment rates and actual payment of apportionment provide continued funding challenges.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 3: Cross-Disciplinary Curricula

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Cross Disciplinary Program: *Adult Education/ Adult Education Vocational PCS-16*

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
- Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or re-sequencing courses or improving facilities.
- Placed on Inactive Status:** This program has or will be placed on inactive status.
- Discontinued/Eliminated:** This program has or will be discontinued.
- Scheduled for Further Review:** This program had serious concerns identified during the program review process. Improvement strategies have been identified and the program will be monitored during the next year. Any program given this status will have to have a follow-up report written for the next year's program review. For the follow-up report, the reviewer may use this same format, but is not required to do so by the ICCB
- Other,** please specify: _____

Improvements or Rationale for Action

Adult Education vocational courses will be kept active because there may be a need to offer some classes to meet the needs of students who are taking the GED test on the computer. We may also offer some as part of bridge and/or transition sequences.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

Reductions in Federal aid to Adult Education coupled with level funding on the State level and continued reductions in the apportionment rates and actual payment of apportionment provide continued funding challenges. The lifetime limitation of 12 credit hours for vocational instruction is a further consideration when planning vocational instruction that is of the intensity necessary to reach competencies.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 3: Cross-Disciplinary Curricula

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Cross Disciplinary Program: *Adult Education/English as a Second Language (ESL) – PCS-19*

Action: Based on the program review, will the College: *Please select ONE*

- Continue with Minor Improvements:** This program is in great demand, provides high-quality instruction, and is very cost-efficient. Minor improvements may include adding prerequisites and updating course syllabi.
- Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or re-sequencing courses or improving facilities.
- Placed on Inactive Status:** This program has or will be placed on inactive status.
- Discontinued/Eliminated:** This program has or will be discontinued.
- Scheduled for Further Review:** This program had serious concerns identified during the program review process. Improvement strategies have been identified and the program will be monitored during the next year. Any program given this status will have to have a follow-up report written for the next year's program review. For the follow-up report, the reviewer may use this same format, but is not required to do so by the ICCB
- Other,** please specify: _____

Improvements or Rationale for Action

ICCB's change from the CELSA to the CASAS approved assessment tool for ESL precipitated significant changes within our ESL program. Under CASAS, we were forced to exit students from ESL with English reading levels at a second to third grade level, which meant they were not prepared to transition to career training or to Academic ESL. They were also ill prepared to benefit from the less directed, less language intense instruction found in a typical ABE classroom. Creation of ABE for the English Language Learner classes has effectively addressed what would have been a significant gap in services to our ESL students. Students have greeted the change favorably because they now see themselves progressing from ESL classes to ABE classes at an earlier time, still have language intensive instruction, and have the opportunity to begin mathematics and expanded writing preparation.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: _____

Statewide Program Issues (if applicable)

Reductions in Federal aid to Adult Education coupled with level funding on the State level and continued reductions in the apportionment rates and actual payment of apportionment provide continued funding challenges.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 4: Student and Academic Support Services

The evaluation and review of student and academic services is just as important as the review of instructional Programs. These services contribute to the academic success of learners and have a vital role in the achievements of the College's mission.

All student and academic service units are required to conduct annual unit planning per the College process. Unit Planning is a "top-down" and a "bottom-up" process. The process is top-down in that it is directly aligned to the College Strategic Plan. Every Improvement Objective that a unit develops relates to a college wide priority and objective. Unit Planning is bottom up in that the BHC faculty, staff, and administrators collaborate to develop the unit plans--- What is going to be accomplished next year? What are the unit's top priorities for improvement? What steps need to be taken to achieve these outcomes/objectives? What data will be collected? How will the unit determine it has been accomplished? What does the analysis of the data tell you?

An acceptable Unit Plan is one in which the Department/Unit has identified the key areas for improvement by writing measurable process improvement objectives, linking those objectives to the LEARN Strategic Plan, identifying reasonable metrics and benchmarks to assist in communicating results, submitting a budget to support the Unit Plan and obtaining appropriate approvals by Unit division leadership.

The College rolled out the Student and Academic Support Services Program Review, beginning in FY2012. This Program Review is a quality evaluation/continuous improvement process to ensure that services are meeting the needs of all learners. Each Unit will undergo a review every five years with the recommendations for improvement tracked annually in WEAVEonline Unit Plans.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 4: Student and Academic Support Services

College Name *Black Hawk College* **5-Digit College Number** *50301* **Date:** *FY2013*
Service Area *Learning and Tutoring Center*
Program Title: **Student Success Center**

Mission / Purpose

To provide seamless delivery of academic support services that are linked between service providers and funding sources: are supportive in assisting students with their individual needs while at BHC; and result in student retention to goal completion.

Executive Summary

As with any plan, unforeseen challenges and delays and unknown factors often present opportunities for change and growth. The proposed activities in the Student Success Center were successful in some areas, and in others will need continued evaluation, time and resources to implement. The First Year Experience was impactful for students in both the TRiO SSS program and college-wide, as was the implementation of the SARS products GRID and continued work on TRAK and eSARS. Processes are becoming intentional and evaluation more comprehensive in an effort to support student retention and completion. Challenges in the areas of Supplemental Instruction, tutoring and Early Alert will provide opportunities to continue to improve services and focus support to students in additional areas. Action plans have been created to guide the activities in these areas for the upcoming program year. One of the most impactful activities that was implemented was the NewSTARS group advising sessions, part of the intentional steps in the First year Experience. This process now provides a direct feeder for eligible students into the TRiO SSS program. This is a valuable tool to establish student engagement prior to the student starting classes, building strong relationships at an integral step in the process of enrollment. This allows the staff in the program to focus on service provision at the start of the year, rather than exert their time and energy recruiting students into the program, as has been past practice. As evaluation continues to provide data and identify strengths and challenges, staff will be able to focus resources and services to best meet the needs of the students at BHC.

Contributions to the College

The Student Success Center (SCC) continues to provide a number of programs and services to support student learning and success, with the ultimate goal of student persistence to goal completion. Usage of the tutoring center has remained at consistent levels and the addition of Supplemental Instruction (SI) services has expanded the breadth of learning support to students. Supplemental Instruction leaders receive twelve hours of training and provide in-class assistant to students.

Online tutoring services offer 24/7 support to students for both the on-campus and online course users. In addition, the SCC hired a tutor to support the College's science lab, which is used to help students who could not attend labs or meet with faculty during their office hours.

The TRiO Student Support Services program is successfully assisting students to complete their Associate's degree and transfer to four-year programs. While not all students chose to transfer, those who do not are prepared to enter the workforce after completion of their degree at BHC. Students in the TRiO program receive individualized goal plans and staff provides support through a combined intrusive/developmental model, helping students develop the skills required to be successful academically and personally.

The Learning Skill Advisor has created a model for peer mentoring that can be expanded college-wide or with other populations and groups outside of the TRiO program. Results of the most recent survey indicate a high level of satisfaction with the program, and students have indicated the program has helped them to stay in school and complete their degrees.

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Staff members from the SSC are active participants in college-wide events and are integral players in the First Year Experience activities that have been established, working collaboratively with other departments throughout the college. The implementation of the First Year Experience (FYE) will have an impact on not only the incoming student population, but specifically the TRiO SSS program. In creating the NewSTARS group advising sessions, it has provided a process to identify TRiO-eligible students at the time of application and placement testing. Placing these identified students into the TRiO sessions allows the students to obtain specific information about the TRiO program and services, and to begin to build relationships with the TRiO advisors. Students are acquainted with BHC's environment and staff, which allows them to begin their academic journey being supported and engaged.

Current Issues and Concerns

The focus for FY14 will be planning and implementing strategies to improve the participation in the Supplemental Instruction (SI) services, as well as resources and activities geared towards assistance with developmental education courses.

Student participation has been limited and sporadic in the sections of SI offered for the SP13 semester. Evaluation needs to take place to determine the reasons students are choosing not to attend. In order for the program to continue or to be cost-effective, the participation and attendance will need to improve dramatically.

We also know that there is a need to assist students with completion of developmental courses and progression to college-level coursework. In FY14, the SCC and academia will work together develop new strategies and support services meet the identified needs of this population.

Training and evaluation of the tutors in the tutoring center are areas identified in need of strengthening. A clear training curriculum and a consistent measurement tool for evaluating tutor knowledge and ability to meet minimum tutoring skills and duties is needed to provide accurate measurements of both tutor proficiency and student success and learning. Both qualitative and quantitative measurements need to be developed and implemented to adequately evaluate the program.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 4: Student and Academic Support Services

College Name *Black Hawk College* **5-Digit College Number** *50301* **Date:** *FY2013*

Service Area *Career Centers / Job Placement*

Mission Purpose

Provide career assistance and guidance to students, alumni and the community that aids them in determining career goals, course of study and obtaining and retaining employment.

The Center has three primary goals: Increase usage of College Central by employers, students, alumni, and community members, provide online resume assistance and Increase number of students using assessment to determine career path.

Improvement initiatives focused on:

- Increasing student participation. Fifty-six classroom presentations regarding Career Services and the many benefits and opportunities to access and utilize the services offered, including resume and cover letter writing, completing job applications and government resumes, interviewing skills, career assessments, etc. Presentations were requested and provided in the following classes: welding, nursing, travel and tourism, accounting specialist, English, English-as-a Second Language, medical receptionist, EKG and business courses. This is in comparison to the 41 classroom presentations completed in the previous school year, which indicates an increase of almost 27%.
- Improvements to the Job Fair. Faculty members and student attendees of Job Fair were given questionnaires to determine employers they would like to see at the Job Fair. The questionnaire also inquired about the types of employers or jobs they were interested in having at the Job Fair. Consequently, ten new employers were identified who were interested in participating in the next Job Fair. In addition, new employers were identified by their registrations on College Central and with the QC Chamber of Commerce.
- College Central: FY 2012 - College Central new student registrations - 333; new student resumes posted on College Central - 110 FY 2013 - College Central new student registrations - 300; new student resumes posted on College Central – 82. In addition to the assistance provided when clients post their resumes on College Central, the Career Center provides online evaluations of resumes and cover letters through college email (and by phone, when necessary). However only 21 clients took advantage of this service because most preferred the personal contact and opportunity to access other services in Career Services at the same time.
- Online Career Assessments. Discover assessments were discontinued in 2012. The College began using FOCUS2, an online career assessment that is very similar to Discover. Thirty fewer FOCUS2 assessments (373 in 2012-2013) were completed in FY2013 than Discovers (403) in FY2012, mostly due to the time constraints. Only two of the staff members in Career Services are qualified to administer and advise about the results of the assessment, which limits the number of clients with whom we can spend the amount of time necessary to adequately complete the assessments and follow-up activities.
- Employer Contact/Satisfaction. Due to a lack of available staff and time and office responsibility constraints, it has been difficult to personally meet with employers. We did meet individually with each of the employers attending the Job Fair and made email and telephone contacts with others who could not attend. Each employer attending the Job Fair was given a survey to complete that indicated their satisfaction not only with the Job Fair itself, but also with the services and information they received from our office. They were also asked their overall thoughts about the job candidates attending the Job Fair. 99% of the employers attending indicated complete satisfaction in all areas

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

and requested that they be invited to future events. Only one employer complained that there were not enough qualified candidates present at the Job Fair (insurance industry). In spite of being short staffed, we were able to personally meet with twelve employers this year to discuss employment, internship and job shadowing opportunities for students from Black Hawk College, far fewer than the number we could meet and work with if we had the personnel we had four years ago. Employer usage of College Central increased from 237 new employers registered in the 2011-12 school year to 261 new employers registered in the 2012-13 school year. However, new jobs posted decreased to 808 in the 2012-13 school year, compared to 817 in the previous year.

Improvement recommendations for consideration

1. Increase advertisements to students regarding College Central and general services provided by the Career Services Center.
2. Consider hiring additional staff to assist with FOCUS2 career assessment administration

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 5: Reporting of Best Practices

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Title of the Best Practice: *Black Hawk College Massage Therapy Program and Palmer College of Chiropractic: Partners in Patient Care*

Programmatic Area Addressed by the Best Practice

CTE Academic Cross-Disciplinary Student/Support Services

Description of the Innovation/Best Practice (150-word limit)

The collaboration between Black Hawk College's Massage Therapy and Bodywork Program and Palmer College of Chiropractic began on Wednesday, May 22, 2013. BHC students were on site at Palmer's Davenport Clinic to provide massage therapy services to patients seeking chiropractic care. This is a pilot program that is slated to run every Wednesday, from 8:00-3:00 pm, throughout the summer.

Dr. Ron Boesch, Dean of Clinics at Palmer's Academic Health Center, plans to present a paper on the cooperative program at a chiropractic convention later this summer. Dr. Boesch commented that B. J. Palmer, the founder of the college, believed in multi-disciplinary medicine and frequently had other healthcare providers with whom he worked. To the best of his knowledge, Dr. Boesch believes this is the first time since those early days that Palmer College has welcomed other providers of service on their campus to work side by side with chiropractic practitioners.

What are the results/measurable outcomes?

The program is measured by the number of massages prescribed and performed, a survey instrument to be completed by both the massage therapists and the chiropractic students to determine the value of the collaboration, and patient satisfaction surveys.

Contact Information

College Black Hawk College
Name & Title Betsey Morthland, Dean of Health Sciences
Phone Number 309-796-5049
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ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 5: Reporting of Best Practices

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Title of the Best Practice: *Effective Assessment for Program Improvement*

Programmatic Area Addressed by the Best Practice

CTE Academic Cross-Disciplinary Student/Support Services

Description of the Innovation/Best Practice (150-word limit)

A decline in level gains by Adult Education ESL students combined with the change from CELSA to CASAS as an approved testing instrument caused us to carefully analyze our testing protocol. Analysis revealed that in some cases, we used a post-test that did not allow students to demonstrate gains accurately. In other cases, the decision whether to use a BEST or a CASAS test needed to be made individually rather than by class. More frequent admissions testing provided a better testing climate for students and allowed for more accurate initial placement. Accelerated data entry allowed for better use of the Daisi Desktop Monitoring Tool and allowed us to mentor individual teachers on testing protocol and/or instructional techniques. Analysis and discussion also led to a reconfiguration of our instructional levels to mirror NRS levels to help both instructors and students better understand progression through the Adult Education ESL program. These improvements would not have been possible without the addition of the Adult Education ESL Coordinator position.

What are the results/measurable outcomes?

Initial results are promising. While not all data has been entered for FY 13, we feel confident that we will exceed State goals in all but one ESL level. We anticipate improvement in that area for FY14 with greater use of the CASAS as opposed to the BEST assessment.

ESL Level	State Goal	BHC Performance
Beginning Literacy	36.00%	51.50%
Low Beginning	39.00%	22.08%
High Beginning	42.00%	53.57%
Intermediate Low	38.00%	60.36%
Intermediate High	32.00%	55.56%
Advanced	18.00%	20.63%

Contact Information

College Black Hawk College
Name & Title Glenda Nicke, Dean of Adult and Continuing Education
Phone Number 309-796-8222
Email Address nickeg@bhc.edu

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 5: Reporting of Best Practices

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Title of the Best Practice: *Western Illinois University and Community College Partners in Education*

Programmatic Area Addressed by the Best Practice

CTE Academic Cross-Disciplinary Student/Support Services

Description of the Innovation/Best Practice (150-word limit)

The Illinois State Board of Education is going to require four-year institutions to partner with at least one community college to ensure articulation of coursework between the two institutions and, as applicable, the alignment of community college coursework relevant to the new standards for Elementary Education by 2/1/2017. BHC hosted two events in April and June of 2013 to work on this partnership. For the April meeting, BHC was able to meet with not just WIU, but also five community colleges from the surrounding area to get their input. For the June meeting, BHC met with two other community colleges to refine some of the work done in April. They were excellent, collaborative meetings that helped BHC build relationships with other Illinois institutions and start moving towards potentially creating the partnership with WIU.

What are the results/measurable outcomes?

We want to have the partnership with WIU for 2/1/2017.

Contact Information

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ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 5: Reporting of Best Practices

College Name *Black Hawk College* 5-Digit College Number *50301* Date: *FY2013*

Title of the Best Practice: *First Year Experience*

Programmatic Area Addressed by the Best Practice

CTE Academic Cross-Disciplinary Student/Support Services

Description of the Innovation/Best Practice (150-word limit)

The work done to create the First Year Experience provides a model for the creation of intentional processes and steps for students to be successful at BHC. The New Student Checklist is the roadmap for students, guiding them to the next step in a well-crafted sequence of activities that moves students in a seamless process. The new online orientation provides students with the information necessary to prepare to enroll in classes and be successful at the beginning their entry into college. The new group advising sessions, NewSTARS, provides a process for advisors to meet with a group of students to manage resources and information in a more controlled manner. It also provides a direct feeder system for students into groups such as TRiO and other programs in the future. The creation of the CES course, to be implemented in Fall of 2013, will educate students about the skills needed to be a successful college student. This combined effort between departments and resources can be replicated with other initiatives, to provide a concerted effort to meet the needs of the students at BHC.

What are the results/measurable outcomes?

Contact Information

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CALENDAR – Proposed Program Review Schedule

Year – 2014	Year – 2015	Year -- 2016	Year -- 2017	Year -- 2018 FY 2013 Year 1
<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Apprenticeship Pipe Trades <ul style="list-style-type: none"> ○ Apprenticeship Pipe Trades • Heating, Ventilation & Air Conditioning (SCC) • Apprentice Machinist • Apprentice Patternmaker • Apprentice Sheet Metal • Apprentice Tool & Die Maker • Welding • Visual Communication <ul style="list-style-type: none"> ○ Art Technology • Interior Design (SCC) • Accounting Specialist <ul style="list-style-type: none"> ○ Accounting Clerk • Financial Services Management <ul style="list-style-type: none"> ○ Banking and Finance <p style="text-align: center;"><u>Transfer – Physical & Life Sciences (PCS-11)</u></p> <ul style="list-style-type: none"> • Life Science <ul style="list-style-type: none"> ○ Biological Science ○ Pre-Chiropractic ○ Pre-Medicine ○ Pre-Pharmacy ○ Pre-Dietetics/Nutrition • Physical Science <ul style="list-style-type: none"> ○ Chemistry ○ Earth Science ○ Earth Science Geology • Health and Physical Education, Recreation, and Sports Management <ul style="list-style-type: none"> ○ Physical Education ○ Recreation ○ Sports Management • Pre-Engineering <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • Accounting, AA • Development Education <ul style="list-style-type: none"> ○ English ○ Mathematics ○ Reading <p style="text-align: center;"><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> • Financial Aid 	<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Agri-Business Management • Agriculture Production Technology • Animal Science <ul style="list-style-type: none"> ○ Beef Production ○ Swine Production • Agribus Mgt Crop Protect Tech Option • Horse Science Technology • Equestrian Science • Horticulture • Sustainable Energy Certificate • Health, Safety, and Environmental Technology (SCC) <ul style="list-style-type: none"> ○ Health, Safety and Environmental Technology • Associate Degree Nursing • Practical Nursing • Basic Nurse Assist Training Program • Business Marketing and Management <ul style="list-style-type: none"> ○ Team Leader ○ Lead Employee <p style="text-align: center;"><u>Transfer – Humanities & Fine Arts (PCS-11)</u></p> <ul style="list-style-type: none"> • Art • Education Pre-Teaching • History • Music <ul style="list-style-type: none"> ○ Business ○ Performance ○ Therapy • Philosophy • Pre-Law • Theatre <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • Business & Community Education Center (Dept. Codes: 1710, 1713, 4240, and 4241) • Business Training Center (Dept. Codes: 1941-1943 and 4341) • Associate in Fine Arts <p style="text-align: center;"><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> • Disability Services • Counseling • Advising • Library 	<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Agriculture Mechanics Technology <ul style="list-style-type: none"> ○ Agriculture Mechanics ○ Agriculture Mechanics Service-ADV • Polymers & Plastics Technology • Metallurgical Technology <ul style="list-style-type: none"> ○ Engineering Technology ○ Materials Science Technology ○ Ceramics & Glass Technology ○ CNC Certificate ○ Engineering Technology Cert. ○ Manufacturing Processes Cert. • Child Development <ul style="list-style-type: none"> ○ Child Development/Teacher Aide • Carpenter Apprenticeship <ul style="list-style-type: none"> ○ Apprentice Carpenter • Apprentice Machine Repair • Auto Collision Repair (SCC) • Automotive Repair Technology <ul style="list-style-type: none"> ○ Recreation Vehicle Repair ○ Automotive Repair ○ Air Conditioning Specialist ○ Brake Specialist ○ Wheel Alignment/Suspension ○ Automotive Power Service • Diesel Service • Diesel Technology (SCC) • Truck Driving (SCC) • Truck Driving • Medical Assisting • Physical Therapy Assistant • Small Business Management <ul style="list-style-type: none"> ○ Small Business Management • International Trade <p style="text-align: center;"><u>Transfer – Social & Behavioral Sciences (PCS-11)</u></p> <ul style="list-style-type: none"> • Anthropology-Archaeology • General Social Services • Political Science • Psychology • Sociology <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • AA, AS, & AAT Transfers • Agriculture Transfer, AS • Business Transfer, AA • Business Transfer International Business, AA • Horticulture Transfer, AS • Pre-Physical Therapy • Pre-Veterinary Medicine, AS <p style="text-align: center;"><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> • Business Services • Athletics • Student Activities 	<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Microsoft Office Specialist Prep <ul style="list-style-type: none"> ○ PC Application Programmer Certificate • Web Developer Certificate • Networking Technician • Network Administrator Certificate • Electro-Mechanical Certificate • Legal Office Professional <ul style="list-style-type: none"> ○ Legal Assistant ○ Legal Office Support Certificate • Law Enforcement Technology <ul style="list-style-type: none"> ○ Law Enforcement • Private Security • Apprenticeship Electrical Construction <ul style="list-style-type: none"> ○ Apprenticeship Electrical Construction ○ Apprentice Electrician • Desktop Support Technician • Health Management Information • Medical Transcription • Medical Coding Specialist • Medical Billing Specialist • Medical Office Receptionist • Massage Therapy & Bodywork <p style="text-align: center;"><u>Transfer – Written & Oral Communication (PCS-11)</u></p> <ul style="list-style-type: none"> • English Literature • English Writing • Foreign Language <ul style="list-style-type: none"> ○ French ○ German ○ Spanish • Journalism • Speech <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • General Education • General Occupation & Technical Studies • Law Enforcement Transfer <p style="text-align: center;"><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> • Enrollment Services • Recruiting 	<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Computer Specialist <ul style="list-style-type: none"> ○ Network+ Prep Certificate ○ A+ Prep Certificate • Culinary Arts Apprenticeship (SCC) <ul style="list-style-type: none"> ○ Culinary Arts Assistant • AutoCAD Certificate <ul style="list-style-type: none"> ○ ProE Certificate • Interpreter Training Program (SCC) • Fire Service Officer • Apprenticeship Construction Laborer <ul style="list-style-type: none"> ○ Apprenticeship Construction Laborer Certificate ○ Concrete Specialist • Dental Assisting (SCC) • Electroneurodiagnostic Technology (SCC) • Associate in Science EMS-Paramedic <ul style="list-style-type: none"> ○ EMT: Paramedic Certificate • Radiologic Technology • Administrative Assisting <ul style="list-style-type: none"> ○ Administrative Virtual Assistant Certificate ○ Administrative Office Support Certificate ○ Information Processor • Business Information Technology <ul style="list-style-type: none"> ○ Business Information Technology Certificate ○ Information Technology Specialist • Inventory Specialist • Logistics and Warehousing <ul style="list-style-type: none"> ○ Logistics and Warehousing ○ Warehouse and Distribution Specialist <p style="text-align: center;"><u>Transfer – Mathematics (PCS-11)</u></p> <ul style="list-style-type: none"> • Computer Science • Computer Science Information Systems • Mathematics • Supply Chain Management <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • Adult Basic Education (PCS-17) • Adult Education (Vocational Skills) (PCS-16)* • Adult Secondary Education (PCS-18) • English as a Second Language (PCS-19) <p>(* -- For department codes 1229, 1612, 1613, 1911, and 1912)</p> <p style="text-align: center;"><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> • Student Success Center • Career Planning and Placement