December 1, 2014

Barbara J. Johnson, Ph.D.
Vice President for Accreditation Relations
Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Dear Dr. Johnson,

Please find attached the Black Hawk College Interim Report on the development of program-level learning outcomes. The College took this as an opportunity to hold itself accountable to the improvement of student learning. Through our participation in the Academy for Assessment of Student Learning, the AQIP Strategy Forum, and the College's strategic planning process, the College is in an excellent position for continued conversations and improvement utilizing institutional data garnered from program level student outcomes assessment.

If you have any further questions, please feel free to contact my office at 309-796-5001 or truittb@bhc.edu.

Sincerely,

Bettie A. Truitt, Ph.D.
Interim President

District 503
6600 34th Avenue
Moline, IL 61265-5899
309.796.5000
800.334.1311.
www.bhc.edu

HLC Interim Report on Program-Level Learning Outcomes

November, 2014

Black Hawk College Mission:

Black Hawk College enriches the community by providing the environment and educational resources for individuals to become lifelong learners.

Assessment at Black Hawk College:

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what student know, understand, and can do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve student learning.

Contents

Introduction

The purpose of this report is to update the Higher Learning Commission about current and future plans and progress Black Hawk College has achieved since the AQIP Quality Check-Up visit in October 2013. This report addresses the concerns identified by the Commission and Peer Review team regarding the College's progress on the assessment of student learning at the program level.

As required by the Commission, the College is submitting the following Interim Report in response to addressed recommendations. The College developed program-level learning outcomes, addressing its ability to meet the expectations articulated in Core Component 4B.

This Monitoring Report will outline planned efforts being implemented to create a systematic approach to assess student learning at the program level.

History and Overview

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

Over the next six months the College prepared for the Quality Check-Up Visit (Oct 2013) and conducted an analysis of the feedback received in the Systems Appraisal. Four priorities were identified by the College's AQIP Steering Committee and forwarded to President's Cabinet for action. Discussion on each of these top priorities is summarized below:

Item	Opportunity	Action
1P18	*Develop a more formal and structured process for designing, implementing and evaluating student learning including direct results for common, developmental and specific program learning outcomes.*	*Committee identified a theme of assessment, evaluation and improvement and use of data to improve processes that not only was found in this item (1P18) but that was also aligned with 1R1-2-3 and 1R3. It was recommended that these three elements be addressed as one potential project. By addressing the process of assessment, the College would be improving the results (1R1-2-3 and 1R3).*
2I2	*Identify results so both internal and external stakeholders are aware of how the institution is meeting the needs of the community.*	*This item continues the theme of assessment. This comment is aligned to an "improvement" comment that addresses the culture and infrastructure that helps the institution improve in the category of Accomplishing Other Distinctive Objectives. Upon further review, it is the committee's recommendation the College focus on 2P6: The College has an opportunity to develop a comprehensive assessment program for its non-instructional programs to ensure that the needs of*

		all stakeholder groups are considered in the process of assessing the effectiveness of these programs. Essentially, by focusing on the process of assessment the College would be addressing the original 2I2 comment.
6R4	*Develop a well-defined decision-making process by which the appropriate decision-makers use relevant and comprehensive data.*	*This item is consistent with the strategic challenges identified in the report providing an opportunity for improvement to use data to improve college processes.*
4P9	*To enhance employee productivity and satisfaction develop a fully aligned system that promotes continuing professional development.*	*The committee recommends that this be forwarded to the the Human Resource and Teaching Learning Center offices for review and consideration. The Committee believes this comment may reflect the opportunity for better documentation on how the evaluation and improvements have affected the effectiveness of training. The Committee would like a group with content knowledge and responsibility for training to review the comment in the context of the entire category and report to the Steering Committee its findings and suggestions for improvement.*

The Systems Appraisal (March 2013) identified one possible accreditation issue relative to Core Component 4B:

- *The team observed, "[t]he College has recently developed curriculum-level learning goals for general education, but there does not appear to be the same level of effort for determining specific program-level learning goals and co-curricular goals. Further, the efforts related to assessment, although underway in a variety of areas, appear uncoordinated and have yet to be tied to specific goals, outcomes, and levels of desired achievement for student learning and development at the curriculum and program levels. It is vitally important for the College to develop an integrated system of planning and assessment that ensures alignment of activities and efforts across disciplines and programs, curricular and co-curricular opportunities and non-credit offerings, that includes processes for defining measurable goals and objectives for its numerous and varied activities."*

In October 2013, The Higher Learning Commission conducted the Quality Check-up and Multi-campus site visit. The Quality Check-up visit team had several conversations with faculty, staff and administration on the topic of assessment of student learning and the progress the College had made since receiving the Systems Appraisal Feedback six months earlier.

The Peer Reviewers concluded the visit with the following general commendations and recommendations (see below).

The Quality Check-up Visit team observed the following strengths related to the assessment process:

- *There exists a robust plan for course level assessments in certain disciplines, generally consisting of pre/post tests, exit essays, and student demonstrations of industry specific competencies. Several programs require the preparation of portfolios or mandate other activities (internships, capstone projects, presentations, etc.) that might serve as the basis for possible program level assessments.*
- *Programs subject to specialized accreditation tended to have industry or accrediting body defined program level goals, assessment plans and external measures, such as licensure exams, that they were using to assess student learning. Such programs included EMT, nursing and medical assistant programs.*

The Quality Check-up Visit team observed the following strategic opportunities:

- *The WEAVE program review template seems to call for a narrative discussion of program level goals and assessment plans, but there did not appear to be specific instructions calling for data, results and evidence of improvements made because of program or discipline outcomes assessment activities.*
- *There was frequent mention of using assessments for the purpose of giving feedback to students but not for other purposes.*
- *Courses with strong competency-based learning objectives are likely to be conducting course and program level assessments, but there was no evidence provided that their processes for doing so are formalized, that data are being collected and/or that the data are used to inform decision making.*
- *Program level goals are not published in the catalog and are not found on the college's web site. None of the documents reviewed contained any reference to stated program level goals except for the EMT program handbook.*
- *Faculty reported conducting assessments regarding the institution's general education goals based on the "Grid," but no actual results were provided. It was also reported that the institution's Student learning Committee was considering adopting three new goals to replace the "Grid" but there did not seem to be consensus on whether that change would occur or how.*
- *Little or no evidence was provided to demonstrate that program level goals exist for the institution's AA/AS degrees or its AAS degrees, that the goals serve as the basis for program level assessment, that results are being reported in WEAVE or otherwise, that results are being used to inform program improvements and are communicated broadly other than for specially-accredited programs.*

Institutional Common Learning Outcomes

Subcomponent 1: *The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*

Shortly after the Quality Check-Up visit, the faculty and instructional administration participated in a new Action Project: HLC Response Team Planning Intensive (RTPI) revisiting the General Education Student Learning Outcomes Grid originally created in 1992, revised in 2005 and again in 2008.

As stated in the Black Hawk College Catalog, Purpose of General Education, "A Black Hawk College student completing the general education requirements will be able to think critically, communicate effectively, and demonstrate multicultural and aesthetic understanding".

BHC Assessment of Student Learning

Action Project #2 - Academy for Assessment of Student Learning
June 2014

| HLC Core Components & AQIP Pathway | Systems Portfolio Nov 2012 | Systems Appraisal March 2013 | Quality Check Up Visit -Oct 2013 & Report - Dec 2013 | Assessment Action Project #1 in response to Visit |

During the Fall of 2013, The a RTPI Action Project Team comprised of 29 faculty, department chairs, staff and administrators revisited and revised the institutionally recognized general education/core curriculum student learning outcomes. These common learning outcomes are organized in five strands. (See Appendix A). Each strand has an additional 2-4 student learning outcomes. The RTPI then mapped the student learning outcomes to the courses where students would experience them.

Process for Assessment of General Education Student Learning Outcomes

Once the General Education Student Learning Outcomes were revised (Grid) , core courses mapped to each outcome, and departmental level assessments identified, the RTPI Action Project Team, with the assistance of the Faculty Senate Student Learning Committee, developed a new plan for collecting data to evaluate the extent to which students achieve those outcomes. The new assessment plan is as follows: Each academic department will continue to use and develop appropriate assessment tools to evaluate student achievement of stated learning outcomes in their general education courses (pre/post tests, exit exams, common test questions/rubric items, etc.) Faculty in each department will submit and discuss results with the Department and the Department Chair. The Department Chair will review the assessments and convert the results to a score for each student-learning outcome in their strand on the General Education Core Curriculum Grid. The following rubric was developed.

> *A Black Hawk College student completing the general education/core curriculum requirements for the AA/AS degree will be able to:*
>
> - *Apply scientific thinking skills through the study of Physical and Life Sciences.*
> - *Apply quantitative skills through the study of Mathematics*
> - *Apply communication skills through the study of Speech and Writing*
> - *Evaluate human experiences through the study of the Humanities and Fine Arts.*
> - *Develop an appreciation of human continuity, diversity and change through the study of Social and Behavioral Sciences.*
>
> *December 18, 2013*

0 = No Understanding
1 = Limited Understanding
2 = Basic Understanding
3 = Developing Understanding
4 = Competent Understanding
5 = Mastery

The scores are then submitted to the Deans and the RTPI Action Project Team who compile the scores and provide an analysis of the extent to which students are achieving the common outcomes.
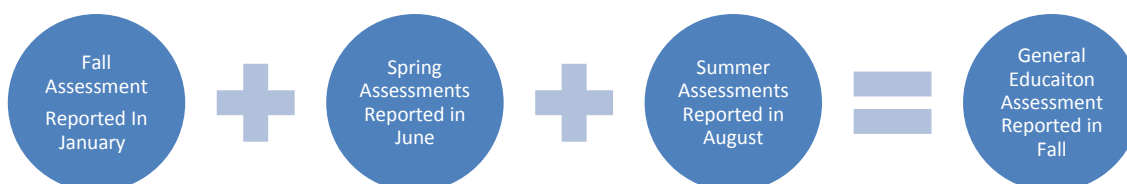
General Education Assessment Cycle

Each department develops its own assessment tool, reviews its data and discusses implications and ideas for improving student learning within its content areas. Samples of those are included in the Appendix B. The RTPI Action Project Team established a formal process and timeline for such assessment results to be shared with the institution. The first cycle of data collection has concluded and the RTPI Action Project Team developed the Dashboard (Appendix C) and is currently conducting an analysis of the data. This analysis will be shared during the Spring 2015 semester.

Assessment Tools

Subcomponent 2*: The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular claims.*

The RTPI Action Project Team has had its first data collection cycle for the Fall 2013 and Spring 2014. During the Fall 2014 Faculty Assembly, the Team provided a progress report to faculty detailing the general education student learning outcomes for which data was being analyzed.

Committed to engaging a large cross section of faculty in the development of the assessment process, the Deans shared with members of the RTPI Action Project Team and the Instructional Services Council (Department Chairs) the outcomes of the first data collection period. Collectively the two groups reviewed the assessment reports provided by the academic departments.

Fall Assessment Reported In January ➕ Spring Assessments Reported in June ➕ Summer Assessments Reported in August ＝ General Educaiton Assessment Reported in Fall

A summary of the assessment techniques and tools utilized in the first cycle are below.

- Applying Scientific Thinking Skills (Strand A): The Natural Science and Engineering Department has created a procedure to enable faculty to determine how they wanted to assess each item and guidelines for calculating and reporting data. The data is compiled and the information forwarded to the Dean.
- Apply Quantitative Skills (Strand B): The Mathematics Department embedded five critical thinking questions in the final exams of all general education math courses. Strategic projects were scored for the communications element.
- Apply communication skills (Strand C): Full-time Speech faculty at QC and East Campus correlated their grading rubrics for the final Persuasive speech to each of the student learning outcomes. During the grading process for Persuasive speeches, faculty tracked the points students earned for one or more of the rubric items that were tied to the SLO's. The compilation was used to determine the scores on the general education student learning outcomes grid.

- Evaluate Human Experiences (Strand D): The Art and Music disciplines developed and will pilot Spring 2015 an assessment tool measuring "thoughtful awareness of the interconnectedness of one's life to past, present, and future human events from a global perspective. A student self-report on attitudes and behaviors was administered to students in Fine Arts general core classes in February and in May. Each question was scored 1 through 5, and the compiled results provided the overall score.
- Develop an appreciation of human continuity, diversity, and change (Strand E) The Psychology/Sociology/Education department administered a multiple-choice test at the end of Fall 2013 semester in addition to the final exam in some courses. Multiple-choice tests for all of the general education courses have been developed and will be administered. The Social Sciences. History and Political Science are using 20 or 25 question pre-tests and post-tests, depending upon the course.

Assessment Tools used to evaluate general education student learning outcomes					
Types of Assessment	Strand A	Strand B	Strand C	Strand D	Strand E
Course specific embedded test questions	X				
Imbedded test questions on Final Exam and item analysis		X			
Persuasive Speech Grading Rubric			X		
Fine Arts Survey administered at the beginning and end of the course				X	
Course Specific Post Test					X
Course Specific Pre- and Post-Test (Poli Sci)					X

Assessment of Co-Curricular Programs

Both the Systems Portfolio Appraisal and the Quality Check Up feedback indicated that Black Hawk College offers a wide range of co-curricular activities however, co-curricular goals have not been established nor are they aligned to curricular learning outcomes. Participation in the HLC 2014 Academy for Assessment of Student Learning, a College team reaffirmed the opportunity to define co-curricular student learning outcomes, their alignment to course/program learning outcomes and a need for a process by which they are routinely assessed. (Appendix D) A second College team attended the AQIP Strategy Forum, In September 2014, and developed a new AQIP Action Project to address co-curricular student learning outcomes. To ensure continuity and alignment the team has representation from the Academy for Assessment of Student Learning team, faculty, student service personnel and staff from the office of Planning and Institutional Effectiveness.

The goals for the Co-Curricular Action Project include the following:
  BHC will have a clearly defined and systematic co-curricular assessment process.
- Fall 2014- AQIP Team organization, forming, storming and norming, Charter acceptance, definition of "co-curricular" versus "extra-curricular", identification or development of student learning outcomes for the cohort of student organizations to be in the initial pilot.
- Spring 2015- Identification and/or development of assessment plans including the student learning outcomes for the cohort student organizations, methods and measures of assessment.

- Fall 2015- Completion of first full semester cycle of assessment including collection and data analysis.
- Spring 2016 –Integration with Colleges' overall assessment process and the evaluation of how well the new process to assess co-curricular programming provided thru Student Organizations occurred.

Addressing specific program level learning goals

During the 2013 review of the Program Review process, an improvement to the cycle which will emphasize program goals, objectives, and assessment plans was established. (See Appendix E).

The College is now in a position to implement this multi-year Program Review cycle with milestones occurring over a four year period culminating in the fifth year comprehensive Program Review Report.

Program Review Improved Cycle	
Year One	Develop assessment plan for implementation of previous year's Program Review recommendations
Year Two	Define program purpose, goals and program level student learning outcomes
Year Three	Identify assessment measurements, achievement targets, collect data and write findings
Year Four	Define/redefine measurements, achievement targets, collect data and write findings
Year Five	Complete comprehensive Program Review Report

Integrated System of Planning and Assessment

Subcomponent 3*: The institution uses the information gained from assessment to improve student learning.*

Our next step in developing our institutional assessment process is to address the need for centralized documentation of program level assessment and institutional student learning outcomes. Currently the assessment and planning processes of Black Hawk College are managed using WEAVE software. WEAVE is used to guide and align multiple processes, including assessment, planning, accreditation and continuous improvement. While WEAVE has successfully been implemented for planning with non-instructional college departments and for Academic Program Review, there exists an opportunity to improve the Academic Program Review module to better reflect the program level student learning outcomes and assessment plans. The software can serve as the central repository for assessment and information. Data entered in WEAVE can be linked to the College Strategic Plan, institutional priorities, general education student learning outcomes and outcomes and standards set by professional accrediting agencies. Recently the Academy for the Assessment of Student Learning AQIP Team reviewed three proposed options for the documentation of assessment data utilizing WEAVE. Implementing the preferred option will occur during the Spring 2015 semester.

To ensure assessment of student learning remains in the forefront of the college, the 2015-2017 strategic planning committee addressed developing student learning outcomes at the program level with the following objective and year one (2015) action. Develop and measure student learning outcomes at the program

2015-2017 Strategic Plan Objective
Develop and measure student learning outcomes at the program level.

Year one action (2015)
All Certificate, AAS, AA, and AS, degree programs will identify and assess measureable program outcomes as required by Program Review.

level. During 2015, all Certificate, AAS, AA, and AS, degree programs will identify and assess measureable program outcomes required by the Program Review process.

The Strategic Plan is currently on display for faculty and staff viewing and will be presented at the Board of Trustees meeting for approval on December 18, 2015.

Future Plans:

Training: As of October 2014 Student Learning Committee Charges have been updated by the Faculty Senate in collaboration with the Vice President for Instruction and Student Services effective January 2015. Faculty Senate has acknowledged a need for training and in the use of data and its analysis. New opportunities are being researched in order to offer professional development opportunities to enhance the knowledge and skills necessary to interpret and effect change. Once data are carefully analyzed and opportunities for improvement identified, faculty and staff will, if necessary, implement changes in instruction, curriculum or processes to improve student learning.

Alignment of general education student learning outcomes: Implement the recommendation by the Instructional Services Council, September 2014, to tie each general education student learning outcome to the College's General Education objectives as stated in the College catalog. "*A Black Hawk College student completing the general education requirements will be able to think critically, communicate effectively and demonstrate multicultural and aesthetic understanding*".

Broad College Participation

Subcomponent 4*: The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.*

The following is a Black Hawk College faculty member Dr. Kora Gould's response to feedback provided through the HLC Academy for Assessment of Student Learning Collaboration Network. Besides instructing Philosophy at BHC, Dr. Gould is an active member in the Academy for Assessment of Student Learning and the 2014 Faculty Student Learning Committee.

   "Although the College is working to continually to promote more faculty involvement in student assessment, the BHC faculty has been involved with student assessment in several significant ways during the past year. During the Fall 2013 semester, faculty met together to revise the general education student learning outcomes (that represented different general education areas such as humanities, social and behavioral sciences, life and physical sciences, math, and oral and written communication) and included several assessable learning outcomes for each area. As mentioned earlier, general education classes were then paired with appropriate learning outcomes. Faculty also developed and implemented assessment techniques and rubrics, sometimes working together to develop assessment techniques for courses taught by several individuals, and sometimes individually for courses typically taught by a single faculty member.

Faculty then collected data in Spring 2014 and reported it to their respective department chairs, who collected and transmitted the data more broadly within the institution. In addition, data was also analyzed at department meetings where there were discussions about how the assessment data should be used to improve teaching and learning and about future data collections.

For the Fall 2014 Assembly Day, there was an informational session on assessment for faculty that included a presentation from the HLC Assessment Academy team on their work over the summer. This session was very well attended, generated some great questions and was positively received. There are plans to have more assessment workshops and presentations at future Assembly Days, as well as workshops and sharing sessions organized by the Teaching and Learning Center.

In addition, one of the Instructional Services Committee meetings this fall focused on assessment. Several additional faculty members were invited to attend and the group was divided into small groups in order to brainstorm about the way that data had been reported for Spring 2014 and to determine the best way to present the upcoming Fall 2014 data. The small group discussions were fruitful and will lead to a standardized data reporting form based on one used by the life and physical sciences department, as well as methods to share examples of assessment tools college-wide.

Finally, this fall, the Student Learning Committee requested new charges from faculty senate to make sure that the committee's work was aligned with the assessment vision that was refined by the HLC Assessment Academy team this past summer. The faculty senate developed three charges, sought and received feedback from HLC Academy Assessment team and Co-curricular AQIP team and then approved the charges. The charges were then given to the Student Learning Committee. Moreover, the Curriculum committee has also been working to ensure that the learning outcomes that are being assessed (based on the GRID that was developed last fall) contain actionable verbs to ensure that the outcomes are appropriately measurable."

The substantial involvement of faculty and other instructional staff members in the development of the assessment practices at Black Hawk College are further evidenced by the following list of participants:

November 19, 2013 – Student Learning Workday Attendance sponsored by the RTPI Action Project Team
Dianne Abels – Department Chair, Allied Health and HPE
Karen Baber – Department Chair, Nursing
Cheryl Ballentyne – Faculty, Nursing / Student Learning Committee Member
Traci Davis – Faculty Social, Behavioral, Education Sciences / Faculty Senate President
Carrie Delcourt – Department Chair, Business, Computer Applications and Office Technology Education
Teresa Freking – Director, Teaching Learning Center
Gayle Gerard – Faculty, Speech (East Campus) / Student Learning Committee Member
Brian Glaser - Department Chair, Natural Sciences and Engineering
Kora Gould – Faculty, Philosophy / Student Learning Committee Member / HLC Academy Team member
John Hartman – Faculty, Art (East Campus)/ Student Learning Committee Member / HLC Academy Team member
Melissa Hebert-Johnson – Assistant to the Chair, Art / Student Learning Committee Member
Jamie Hill – Co-Department Chair, Engineering, Computer and Apprenticeship Technologies
Michelle Johnson – Department Chair, Communication and Fine Arts
Charlet Key – Director of the Library
James Larrabee – Faculty, History / Faculty Senate Member
Bruce LeBlanc – Department Chair, Social Behavioral Education Sciences / Student Learning Committee Chair
Chuck Leland – Faculty, Natural Sciences and Engineering / AQIP Steering committee member
Todd Linscott – Faculty, Natural Science and Engineering / Faculty Senate member
David Miller – Faculty, Mathematics, Student Learning Committee member
Betsey Morthland – Dean of Business and Health Sciences / HLC Academy Team member
Sarah Morrison – Faculty, Sociology
David Murray – Interim Dean - Business and Technology
Ken Nickels - Dean, Math Sciences and Technology
Pete Nodzenski – Department Chair, Mathematics / AQIP Steering committee member
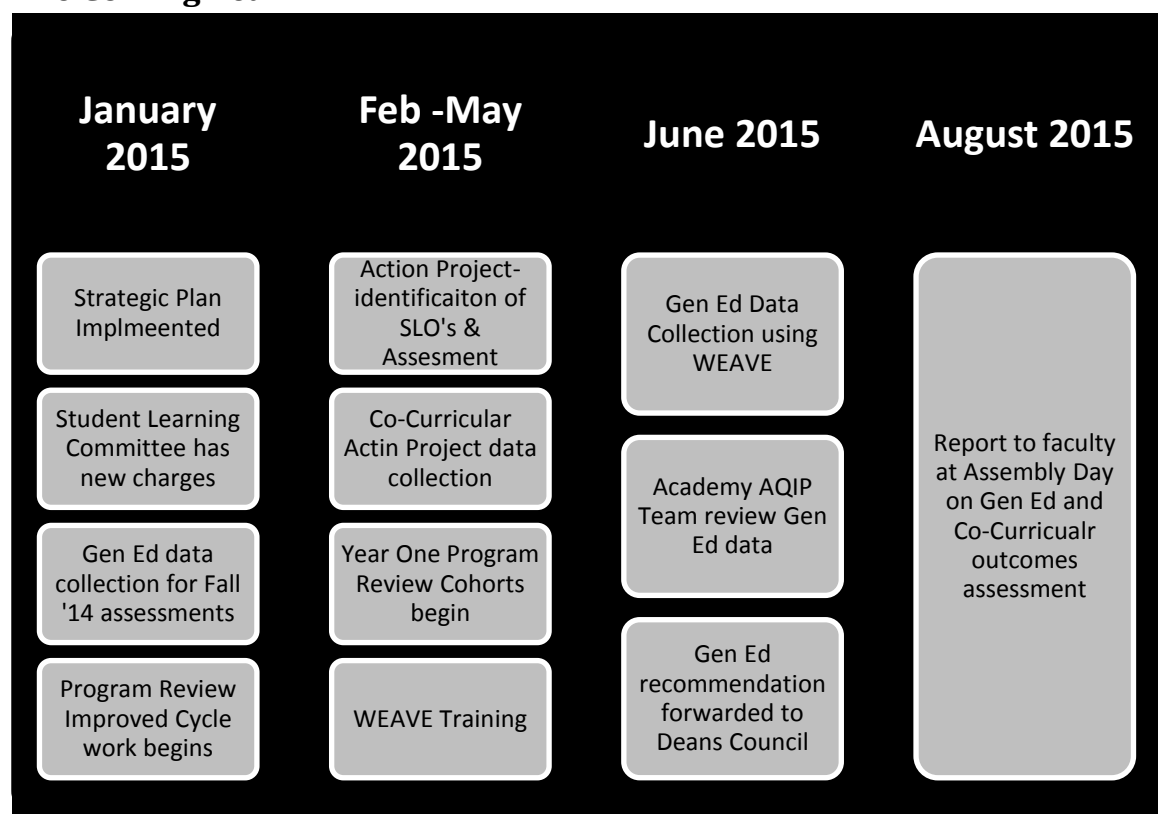
Torria Norman – Assistant to the Chair, English
Toni Smith – Faculty, English (East Campus)
Bettie Truitt – Vice President for Instruction and Student Services, HLC Academy Team member
Lee Weimer –Dean of Liberal Arts and Sciences, HLC Academy Team member
Karen Wilson – Faculty Allied Health and HPE, EMS Program Director

September 19, 2014 – Instructional Services Council Meeting
Student Learning / HLC Academy General Education Outcomes Review Attendance
Karen Baber -- Department Chair, Nursing
Dr. Adebayo Badmos - Co-Department Chair, Engineering, Computer and Apprenticeship Technologies
Cheryl Ballantyne - Faculty, Nursing / Student Learning Committee Member
Nicole Banks – Faculty, English
Dr. Traci Davis – Department Chair, Psychology, Sociology and Education.
Carrie Delcourt -- Department Chair, Business, Computer Applications and Office Technology Education
Bill Desmond – Department Chair, Humanities, Languages and Journalism
Chanda Dowell – Vice President for East Campus
Gayle Gerard - Faculty, Speech (East Campus) / Student Learning Committee Chair
Brian Glaser -- Department Chair, Natural Sciences and Engineering
Dr. Kora Gould -- Faculty, Philosophy / Student Learning Committee Member / HLC Academy Team member
John Hartman - Faculty, Art (East Campus)/ Student Learning Committee Member / HLC Academy Team member
Dr. Jeffry Hawes – Co-Department Chair, Agriculture (East Campus)
Melissa Hebert-Johnson – Department Chair, Comm. and Fine Arts / Student Learning Committee member
Jamie Hill -- Co-Department Chair, Engineering, Computer and Apprenticeship Technologies
Dean Michelle Johnson – Interim Dean of Liberal Arts and Sciences
Dr. Bruce LeBlanc – Faculty, Psychology, Sociology, Education
Chuck Leland - Faculty, Natural Sciences and Engineering / AQIP Steering committee member
David Miller - Faculty, Mathematics, Student Learning Committee member
Luis Moreno – Dean of Students
Sarah Morrison -- Faculty, Sociology
Dean Betsey Morthland – Dean of Business and Health Sciences / HLC Academy Team member
Dean Ken Nickels - Dean, Math Sciences and Technology
Peter Nodzenski - Department Chair, Mathematics / AQIP Steering committee member
Dr. Jay Pearce – Department Chair, Social Sciences
Dr. Lee Weimer – Interim Vice President of Instruction
Jodi Werkheiser – Co-Department Chair, Liberal Arts and Sciences (East Campus)

The Coming Year:

January 2015	Feb -May 2015	June 2015	August 2015
Strategic Plan Implmeented	Action Project- identificaiton of SLO's & Assesment	Gen Ed Data Collection using WEAVE	Report to faculty at Assembly Day on Gen Ed and Co-Curricualr outcomes assessment
Student Learning Committee has new charges	Co-Curricular Actin Project data collection	Academy AQIP Team review Gen Ed data	
Gen Ed data collection for Fall '14 assessments	Year One Program Review Cohorts begin	Gen Ed recommendation forwarded to Deans Council	
Program Review Improved Cycle work begins	WEAVE Training		

Appendix A

Program Level Outcomes for AA/AS Degrees   General Education/Core Curriculum (December 18, 2013)

A Black Hawk College student completing the general education/core curriculum requirements for the AA/AS degree will be able to:

Strand A: Apply Scientific Thinking Skills Through the Study of Physical and Life Sciences	Strand B: Apply Quantitative Skills Through the Study of Mathematics	Strand C: Apply Communication Skills Through the Study of Speech and Writing	Strand D: Evaluate Human Experiences Through the Study of the Humanities and Fine Arts	Strand E: Develop an Appreciation of Human Continuity, Diversity, and Change Through the Study of Social and Behavioral Sciences
A1. Develop an understanding of the methods of scientific inquiry, including the *formulation* and testing of hypotheses. *BIOL100* *BIOL101* *PS205* *CHEM110*	**B1.** Use mathematics and technology to investigate, model, and solve a variety of real-world problems. *MATH108, MATH 110* *MATH124, MATH 131* *MATH132, MATH 161* *MATH225, MATH 226* *MATH228, MATH200*	**C1.** Demonstrate critical skills by locating, summarizing, analyzing, critiquing, and effectively synthesizing a variety of appropriate source materials through writing and speaking. *SPEC101* *ENG101* *ENG102*	**D1.** Apply and synthesize a vocabulary pertinent to the humanities and fine arts. *MUSC154* *MUSC 256* *ART100* *ART281* *ART282*	**E1.** Demonstrate an understanding of human behavior. This may include a focus on individual behavior. *ECON 222** *SOC 264** *PSYC 101*
A2. Be familiar with selected scientific principles in the physical and life sciences. *BIOL100* *BIOL101* *PS205* *CHEM110*	**B2.** Use mathematics to write and communicate. *MATH108 MATH 110* *MATH124 MATH 131* *MATH132 MATH 161* *MATH225 MATH 226* *MATH228 MATH200*	**C2.** Demonstrate the ability to use inventive, organizational, editorial, and expressive strategies to communicate clearly in speaking and writing. *SPEC101* *ENG101* *ENG102*	**D2.** Demonstrate thoughtful awareness of the interconnectedness of one's life to past, present, and future human events from a global perspective. *MUSC154* *MUSC256* *ART100, ART 281, ART 282*	**E2.** Demonstrate an understanding of societies in the world as part of one larger human experience in time and place. *ANTH 101* *ANTH 102* *ARCH 203** *PSYC 200*
A3. Make informed decisions about personal and societal issues. *BIOL100* *BIOL101* *PS205* *CHEM110*		**C3.** Demonstrate the ability to articulate messages that inform and persuade audiences. *SPEC101* *ENG101* *ENG102*	**D3.** Examine intellectual, cultural, and aesthetic perspectives in the humanities and fine arts. *MUSC154* *MUSC256* *ART100* *ART281* *ART282*	**E3.** Analyze trends, institutions, and/or influences of society, history, politics, and economics. *ECON 221*, ECON 270** *SOC 101, SOC 102** *SOC 250*, SOC 251** *HIST 105, HIST 106** *HIST 125*, HIST 127** *POLS 191*, POLS 122* *POLS 252*, POLS 261*
A4. Demonstrate skills learned in a laboratory setting (e.g., formulate hypotheses, plan and		**C4.** Document material from appropriate sources, using proper citations in both written	**D4.** Demonstrate critical thinking, investigative, and reflective skills within the study of the	For the SBES courses with a "*" the outcomes assessment is under development. This under

conduct experiments, make systematic observations and measurements, interpret and analyze data, draw conclusions, communicate the results). *BIOL100, BIOL 101* *PS205* *CHEM 110*		and oral presentations, utilizing ethical standards in research. *SPEC101* *ENG101* *ENG102*	humanities and fine arts. *PHIL101* *PHIL103* *MUSC154* *MUSC256* *ART281* *ART282*	development is necessitated as the Unit Plan called for other assessment processes. With the change back to the GRID all assessments needed to be revisited.

Appendix B

Academic Department Assessment Reports

Natural Sciences and Engineering Departmental Assessment
Overview

All data submission for the reporting of departmental outcomes is voluntary. There are many different ways that faculty assess student learning and you can continue to assess student learning as you choose. If you choose to submit data for the physical and life sciences general education grid items A1-A4, it is requested that you follow the procedure outlined in this document.   To provide a measure of flexibility, faculty may choose to assess one grid item, all grid items, ask one question, ask multiple questions, etc. This assessment reporting is meant to give a snapshot of student learning and facilitate discussions during the departmental meeting on orientation days.

The data will be submitted in a Microsoft Excel document (Assessment Reporting Form) that has been created to standardize the reporting. This form will be placed on the N: drive in the academics/science folder. Once the form is completed, it should be submitted directly to the ASC (Tara Carey careyt@bhc.edu or Sara Dye dyes@bhc.edu) in order to facilitate a uniform handling of the data.   The overall process will proceed as follows with procedural details outlined below:

1. Each faculty member converts course level assessment data to a 0-5 scale for a number of students assessed in a given course within a grid item A1-A4.
2. Each faculty member enters the data in the Assessment Reporting Form and submits prior to the Assembly Day meeting of the next semester.
3. Assessment Reporting Forms are collected by ASCs
4. ASCs tabulate departmental data.
5. Departmental assessment scores for areas A1-A4 are discussed at the Assembly Day departmental meeting.
6. Departmental assessment data is submitted to the administration as requested.

Calculating and Reporting Data

Four items are reported on the Assessment Reporting Form:
- Year and Semester assessment took place
- General Education Courses Assessed
- Number of Students Assessed
- Score for the General Education Outcome

Score Definition:
Each faculty member will need to convert their assessment questions to a 0-5 scale (reported to one decimal point) with 0 reflecting zero comprehension and 5 reflecting 100% comprehension.

Determining Number of Students: Faculty may choose to analyze a set of questions asked at the end of the semester for which the number of students assessed is defined. In another case, a faculty member may choose to analyze multiple questions over a specific learning objective throughout the semester. If students are assessed at different points throughout the semester, the numbers of students assessed may differ. In order to keep the number of students a whole number for the reporting, it is requested that the number of reported students assessed are only the students that completed all of the assessments.

For example: In the first week of class you assess 30 students in your class over a selected scientific principle (A2). At week 8 you assess the same class over a different selected specific principle (A2) but there were only 24 students in attendance.   If you wish to use both of those assessments and find an average for the class score for the A2 outcome, identify the students that took both assessments and use these students in the analysis. For the following

data, since student C and D completed all the assessments it would be reported that 2 students were assessed with the average of the three assignments used in the reporting.

Student	A2 Assessment 1 (score)	A2 Assessment 2 (score)	A2 Assessment 3 (score)
A	3.0	4.0	Missed
B	Missed	4.0	2.0
C	3.0	4.0	3.0
D	4.0	4.0	5.0

You could also choose to take multiple questions from one assignment and use that data. If that were the case and you would not need to remove any students.

Score Calculation Example:
Each faculty member that is submitting data is responsible for standardizing their course level data. The following is an example of how data was analyzed before being placed into the Microsoft Excel Reporting Form.

For this example there were two questions asked assessing the A1 grid outcome. The first question that was analyzed for A1 was an essay question worth 3 points when assigned. There were 16 students that took the assessment (column 2). The point totals for all 16 of the students were added together and reported in column 3. The point total was divided by the number of students and multiplied by 5/3 to convert the point total to a 5 point scale (column 4).

The second question had the same 16 students (column 2) and was a short answer question worth 2 points. The points for the assignment were added together for all 16 students (column 3). The point total was divided by the number of students and multiplied by 5/2 to convert the point total to a 5 point scale (column 4).

	Number of Students	Point total for all 16 students	Score
Question 1	16	48	(48/16) * (5/3) = 5.0
Question 2	16	25	(25/16) * (5/2) = 3.9

Students: 16   **Average = 4.5**

Because there were two questions analyzed for A1, the average of the scores for the two questions was calculated, which was 4.45 or 4.5 (one decimal).

Course and Semester Data Entry on Assessment Reporting Form
In the Assessment Reporting Form you will enter the *Year and Semester* for which the data was collected. You will also enter in the *Courses Assessed* (maximum 3). Once the courses are entered it will automatically populate the cell in each of the outcomes. If there is no course entered the spreadsheet will show a 0.

Score Data Entry: (Calculations from Score Calculation example above)

Sample Data for an A1 assessment:

	Number of Students	Point total for all 16 students	Score
Question 1	16	48	(48/16) * (5/3) = 5.0
Question 2	16	25	(25/16) * (5/2) = 3.9
Students: 16			**Average = 4.5**

The number of students assessed and the average score are entered in the fields for the appropriate course in the A1 section.

Student Assessment Data SP 205 Fall 2013 - Microsoft Excel

| Home | Insert | Page Layout | Formulas | Data | Review | View |

D13

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	A1						Example								
2	Develop an understading of the methods of scientific inquiry, including the formulation and testing of hypotheses.														
3		PS 205	CHEM 110	0			Year and Semester								
4	Number of Students	16					2013 Fall								
5	Score	4.5									Weighted Average Score Entered Here				
6															
7															
8	A2														
9	Be familiar with selected scientific principles in the physical and life sciences.						Courses Assessed								
10		PS 205	CHEM 110	0			PS 205								
11	Number of Students	18	14				CHEM 110								
12	Score	3.9	4.3												
13															

The same process will be used for data submission for A2, A3, and A4 areas on the spreadsheet.   The spreadsheet has an area titled **(Office Use Only)**. Those cells will automatically populate from your data. The ASC will use the individual data that is submitted and calculate a departmental weighted average for each learning objective (A1 – A4).

Analysis and Discussion

On the agenda for each Orientation Day department meeting, the NS&E department will evaluate and discuss the score for each area of assessment area (A1, A2, A3, and A4). It is requested that faculty bring their individual assessment data to the meeting. Faculty members that have made any course level changes can discuss the results of those changes.

Natural Sciences and Engineering Departmental Assessment

A1- Develop an understanding of the methods of scientific inquiry, including the formulation and testing of hypotheses.

Number of
Students   89
Score   4.4

Year and Semester

Fall 2013

A2

Be familiar with selected scientific principles in the physical and life sciences.

Number of
Students   132
Score   3.0

Courses Assessed

BIOL 100

BIOL 101

BIOL 120

PS 205

CHEM 110

A3

Make informed decisions about personal and societal issues.

Number of
Students   42
Score   3.8

Office Use Only		
A1	89	392.4
A2	132	391.1
A3	42	160.7
A4	25	87.5

A4

Demonstrate skills learned in a laboratory setting (e.g., formulate hypotheses, plan and conduct experiments, make systematic observations and measurements, interpret and analyze data, draw conclusions, communicate the results.

Number of
Students   25
Score   3.5

RE: Assessment of Student Learning
Date: September 10, 2014
Department: Mathematics

The purpose of this memo is to report assessment of students' critical thinking for the summer 2014 semester. Math Instructors teaching math 108, 110, 124, 132 and 225, embedded 5 questions in their final exams and performed an item analysis on those questions.

The results are as follows:

- 102 students successfully completed the before mentioned math courses.
- 64 or 63% correctly answered the questions on the exam.
- The final result can be converted to a 3.13 critical thinking score for Grid Item B1 on a 5 point scale.

	Fall 2013	Spring 2014	Summer 2014
Number of Students	288	337	102
Correct	194	226	64
B1 Critical Thinking Score	3.35	3.35	3.13

RE: Assessment of Student Learning
Date: August 11th 2014
Department: Mathematics

The purpose of this memo is to report assessment of students' ability to communicate effectively for the spring 2014 semester. General education math courses 108, 110, 124, 131, 132, 161, 225, 226, 228 and 200 can be used for assessment of grid item B2. This past spring math Instructors from East and QC Campus teaching math 108 and 110 used projects to measure effective communication.

The results are as follows:

- 44 students successfully completed the before mentioned math courses.
- The final result can be converted to a 4.53 communicate effectively score for Grid Item B2 on a 5 point scale.

	Fall 2013	Spring 2014
Number of Students	31	44
B2 communicate Effectively	4.30	4.53

RE: Assessment of Strand C: Apply communication skills through the study of Speech.
Date: May 19, 2014
Department: Communication and Fine Arts Department

During the Spring 2014 semester the Quad Cities Speech Faculty assessed Strand C. The following information outlines the tool we used to assess Strand C, the results on a 5 point scale, and what we plan to assess next Fall semester.

A. The Tool – Persuasive Speech Grading Rubric:

1. Each instructor uses a slightly different rubric to grade Persuasive Speeches. We correlated each rubric item to C1, C2, C3 or C4.
2. As we graded our Persuasive speeches, we tracked the points students earned for one or more of the rubric items tied to C1, C2, C3 or C4.
We ranked ourselves on the following scale for each rubric item:
    20 or more students earning full points on this rubric item = 5 Very Strong
    10 or more students earning full points on this rubric item = 4 Strong
    An even split between full points and partial points on this rubric item = 3 Adequate
    10 or more students earning partial points on this rubric item = 2 Week
    10 or more students earning no points on this rubric item = 1 Very Week

3. For each Strand item (C1, C2, C3 or C4) we averaged our scores for the corresponding rubric items to find an overall score between 1 and 5.

4. The Department Chair collected the overall scores from Instructor A and Instructor B and created an average score taking into account the number of students each of us has assessed.

    Instructor A assessed 51 students
    Instructor B assessed 45 students.
    Instructor C assessed 24 students
*We assessed on campus sections of Speech 101 only.

B. Our Results:

C1 – Demonstrate critical skills by locating, summarizing, analyzing, critiquing and effectively synthesizing a variety of appropriate source materials through writing and speaking.
Overall score = 3.6 (Adequate to Strong)
C2 – Demonstrate the ability to use inventive, organizational, editorial and expressive strategies to communicate clearly in speaking and writing.
Overall score = 3.2 (Adequate)
C3 – Demonstrate the ability to articulate messages that inform and persuade audiences.
Overall score = 3 (Adequate)
C4 – Document material from appropriate sources, using proper citations in both written and oral presentations, utilizing ethical standards in research.
Overall score = 3.6 (Adequate to Strong).

     C. **Next Steps:**

We will run the same assessment during the Fall 2014 semester.
We will continue to confer and share ideas with one another on our target areas which include:

- Improving introductions – stating Central Idea/Thesis statements clearly
- Organization – Using appropriate organizational strategies to strengthen the argument
- Citing sources thoroughly – stating the name of the author/source and explaining why they are credible where appropriate
- Visual Aids – effective use and accountability for documenting sources of visuals
- Conclusions – Action steps in the Persuasive speech emphasized
- Delivery – overall improvement

RE: Assessment of Strand D Evaluate Human Experiences Through the Study of the Humanities and Fine Arts..
Department: Communication and Fine Arts Department

Student Learning Assessment Summary for Spring 2010 to Spring 2014. Concert Choir (Musc 107):

As a follow up to this series of findings, I have put together a table of composite data representing the classroom score averages of my Concert Choir self evaluations for the semesters Spring 2010 through Spring 2014. The data collected is presented in the Excel document attached.

What the data expressly finds is that there is a significant improvement in learning over the course of each semester. Week 1 shows roughly a 51% familiarity with the music. The students can sight read the score with some sense of knowledge about music, but they recognize that there is more to be learned. By week 7-9 or half way through the semester, their aptitude has increased to about 78%. Near the end of the semester, we are closer to our goal of mastering the pieces, averaging around 86.9% as a group.

I believe these score to be reflective of the entire group. This is a non-auditioned choir and, as such, we have both music majors with lots of experience coupled with those who have little or no experience in singing. I suspect the less experienced singers never feel quite ready to say they have mastered a song while the more experienced ones would feel much closer to doing so. With this balance of ability and experience, a solid 86.9% is a strong group score.

I feel the room for improvement is minimal based upon the consistent scoring from choir members. I recommend continued monitoring of this measure with an eye toward anomalies in future data.

Music Jury Composite Averages for Fall 2012 through Spring 2014:

Our goal is to meet or exceed an 8.0 for an academic year cycle. Greater emphasis was placed on music jury preparation through verbal and written statements to students. The results of the total average from our judges were as follows:

Fall 2012:   73 scores,   574.5 points,   average 7.87
Spring 2013:   83 scores,   657 points,   average 7.92
                                    Academic year 12-13 average: 7.895 (just under goal of 8.0)

Fall 2013:   104 scores,   816 points,   average 7.85
Spring 2014:   73 scores,   583 points,   average 7.99
                                    Academic year 13-14 average: 7.92 (just under goal of 8.0)

The total averages for both academic years were very close to our goal of 8.0. In looking at the data closely, it is important to note that a couple students did very poorly and brought the average down in both years. The overall trend is positive year to year as we saw a small uptick in the ratings in Spring 2014.   So, it appears that our renewed emphasis on the importance of juries was received by most students, however a couple of them chose not to prepare well and this overly affected the total average score.

General Education Grid Item D2 Assessment Update for Spring 2014:

The tool used to assess Grid Item D2 is attached. It was a 1-page survey listing 6 varied stages of awareness about one's self and the world around him. Statements were contrived to provide students with varying degrees of self-awareness as to where each individual lies on the interconnection spectrum scale. The attached chart shows the various percentages for music from mid-February and again in early May. The same 6 statements were scrambled on the May survey to force students to read them all before deciding where they fall.

Our hope was to see a percentage bump in levels 3, 4, and 5 while seeing an equal drop in levels 0, 1, and 2 overall. For music-alone surveys, the initial percentage of responses for 0, 1, and 2 was 59.45%. It was 40.55% for responses 3, 4, and 5. By the time May rolled around responses 0, 1, and 2 garnered 54.7% while responses 3, 4, and 5 received 45.3%. Although small, the trend toward more awareness was evident.

For combined online classes the differences were similar. Initially, 67.47% of responders chose 0, 1, or 2, and 32.53% chose 3, 4, and 5. By May the percentages dropped to 63.47% for 0, 1, and 2, and rose to 56.53% for 3, 4, and 5. The change in attitude was roughly 4-5% overall when looked at in upper and lower groupings. When looking at individual questions, it is interesting to see that responses 4 and 5 made the most dramatic change from February to May. This may be because students already open to others saw the most growth in themselves, while those who are more closed to other's ideas and opinions held more firmly to their established ways.

Sometime this summer or early fall, I will get together with Melissa and then the department as a whole to see what changes need to be made. The survey itself may be flawed and need to be tweaked or we may need to administer it more near the beginning of class starts to see a more marked change in opinion.

Social Sciences Department
GRID and Learning Outcomes for Spring 2014

Discipline: <u>ANTHROPOLOGY</u>

Based on the last completed outcomes assessment analysis for: ANTH102-102, please indicate the steps that you have taken to improve student learning outcomes (please refer to the last report and analysis – for this report – the fall 2013 semester)
     N/A

For which general education courses did you undertake learning outcomes for the spring 2014 semester:
     Intro to Cultural Anthropology→ ANTH 102:102

What did the learning outcome assessment involve for each course:
     Post-test of 15 multiple choice questions

Based on the 0-5 rubric for placement on the GRID and in a box what is the value assigned for each course:
     Intro to Cultural Anthropology- E2 - 4

What does that value mean for each course:
     Intro to Cultural Anthropology- The class average was 11.3/15 questions correct. This is 75.3% or 3.77/5→ rounded to 4/5 (12 students tested)

Based on this learning outcomes assessment, how will you use this information to improve student learning for each course:
(N/A)

Discipline: <u>ANTHROPOLOGY</u>

Based on the last completed outcomes assessment analysis for ANTH101 and ANTH102- please indicate the steps that you have taken to improve student learning outcomes (please refer to the last report and analysis – for this report – the fall 2013 semester)
     From Fall 2013: The post-tests will undergo further evaluation and refinement in future semesters.

     Worked with adjunct faculty to improve and clarify of outcome test wording for both courses; Revision of several ANTH101 outcome test questions to better reflect classroom foci and discussion across professors

For which general education courses did you undertake learning outcomes for the spring 2014 semester:
     Intro to Cultural Anthropology→ ANTH 102:100, ANTH102:101, ANTH102:103

Intro to Physical Anthropology→ ANTH101:101 and ANTH101:102

What did the learning outcome assessment involve for each course:

Post-test of 15 multiple choice questions

Based on the 0-5 rubric for placement on the GRID and in a box what is the value assigned for each course:

Intro to Physical Anthropology- E2 – 4
Intro to Cultural Anthropology- E2 – 4

What does that value mean for each course:

Intro to Physical Anthropology- The class average was 11.0/15 questions correct. This is 73% or 3.6/5→ rounded to 4/5 (27 students tested)

Intro to Cultural Anthropology- The class average was 12.3/15 questions correct. This is 82% or 4.1/5→ rounded to 4/5 (47 students tested)

Based on this learning outcomes assessment, how will you use this information to improve student learning for each course:

The post-tests were developed to reflect the course learning objectives stated in the generic anthropology syllabi. Each question included can be connected to one of the learning objectives for introductory anthropology courses. The process of developing this quiz also forced anthropology faculty to evaluate their course format to ensure that each objective was adequately covered in the future.

Overall, the scores on the exit exam reflect the grades for the course.

Based on the item analysis of questions answered wrong (provided via SCANTRON forms), I can see that some units were better understood than others. Many ANTH101 students continued to answer #7 incorrectly (a question is about the basics of genetic mutation and natural selection). From this result in both the fall and spring ANTH101 courses, I will need to rewrite the outcome question for clarity and also continue to improve my coverage of the basics of genetic mutation and their effects on human evolution in future courses. On the other hand, I can see all students were in both the spring and fall were able to correctly answer fundamental questions about Darwin's work and the meaning of evolutionary fitness. Presumably, my teaching in these areas was more effective.

The post-tests will undergo further evaluation and refinement in future semesters.

Multiple choice questions are available upon request.

SCANTRON outcome data is available upon request.

Discipline: <u>HISTORY</u>

Which Box (or boxes) in Strand E did you choose and for which course(s) [remember we will eventually identify a box for each of the general education courses in the discipline].

E3 was selected by the discipline for all History courses at BHC.

For which general education courses did you undertake learning outcomes for the Fall 2014 semester:

> HIST-105 conducted post-semester assessments of student learning using a 25 question, multiple-choice instrument.

What did the learning outcome assessment involve for each course:

HIST-105 used an instrument which contained questions designed to measure every individual unit associated with the course (from an introduction to Historiography to Reconstruction). The instrument was administered to students during the last week of the semester.

Based on the 0-5 rubric for placement on the GRID and in a box what is the value assigned for each course:

> HIST-105 scored 2.1 on the post-semester 0-5 rubric (n = 32).

What does that value mean for each course:

> HIST-105's 2.1 suggested that students completing the semester were able to correctly answer 41.6% of the questions.

Based on this learning outcomes assessment, how will you use this information to improve student learning for each course:

The aggregated findings demonstrated that in a number of areas students actually did more poorly on the post-semester evaluation than they did on the pre-semester evaluation. These findings suggest the need to put greater emphasis on the areas associated with this poor performance, specifically: Historiography, the Spanish mission system, Locke's political theories and Jefferson's use of them in the Declaration of Independence, Anti-Federalist criticism of the Constitution, Andrew Jackson's presidency, Sectionalism, the Emancipation Proclamation's role in the American Civil War, and the use of Violence by the Redeemers during Reconstruction. The fact that there were so many areas in which students did more poorly in their post-semester analysis when compared with their pre-semester scores was underscored by the magnitude of the difference. It ranged from as little as -4.9% to as much as -20.1%. Yet, such findings might also suggest that the instrument may need refinement and plans are already underway to make revisions during the 2014 summer break, based upon the Fall 2013 and Spring 2014 findings.

Appendix C

General Education Assessment Dashboard

	Instituional Common Learning Outcomes for General Education		Fall 2013		Spring 2014		Result of most recent
			N	Score	N	Score	Cycle
A1	Develop an understanding of the methods of scientific inquiry, including the *formulation* and testing of hypotheses.		89	4.40			Competent (4.0)
A2	Be familiar with selected scientific principles in the physical and life sciences.		132	3.00			Developing Understanding (3.0
A3	Make informed decisions about personal and societal issues.		42	3.80			Developing Understanding (3.0
A4	Demonstrate skills learned in a laboratory setting (e.g., formulate hypotheses, plan and conduct expereinments, make systematic observations and measurements, interpret and analyze data, draw conclusion, communicate the results.		25	3.50			Developing Understanding (3.0
B1	Use mathematics and technology to investigate, model, and solve a variety of real-world problems.		288	3.35	337	3.35	Developing Understanding (3)
B2	Use mathematics to write and communicate.		31	4.30	44	4.53	Competent (4.0)
C1	Demonstrate critical skills by locating, summarizing, analyzing, critiquing, and effectively synthesizing a variety of appropriate source materials through writing and speaking.				120	3.60	Developing Understanding
C2	Demonstrate the ability to use inventional, organizational, editorial, and expressive strategies to communicate clearly in speaking and writing.				120	3.20	Developing Understanding
C3	Demonstrate the ability to articulate messages that inform and persuade audiences.				120	3.00	Developing Understanding
C4	Document material from appropriate sources, using proper citations in both written and oral presentations, utilizing ethical standards in research.				120	3.60	Developing Understanding
D1	D1, D3 and D4 were not assessed in this cycle						
D2	Demonstrate thoughtful awareness of the interconnectedness of one's life to past, present, and future human events from a global perspective.				126	3.00	Developing Understanding
E1	Demonstratean understanding of human behavior. This may include a focus on indiviudal behavior	ECON 222 01W	27	4.03	25	3.08	Developing Understanding
		ECON 222 02W	10	4.02	32	2.87	Basic Understanding
E2	Demonstrate an understanding of societies in the world as part of one larger human experience in time and place.	ANTH 101	27	4.00			Competent
		ANTH 102	47	4.00			Competent
		ANTH 102/102	12	4.00			Competent
E3	Analyze trends, institutions, and/or influences of society, history, politics, and economics.	ECON 221 Seated	26	3.97	18	3.12	Developing Understanding
		ECON 221 Online	28	3.56	21	3.09	Developing Understanding
		ECON 270	8	4.31			Competent
		HIST 105	71	2.40	32	2.1	Basic Understanding
		POLS 122	44	2.90	35	3.1	Developing Understanding

Higher Learning Commission
A commission of the North Central Association

Procedural Packet

Appendix D

Academy Application 2013-14

Black Hawk College, Moline, Illinois

Preferred Point of Entry to the Academy: _____ October 2013 ___X___ June 2014

Note: The Commission determines Academy entry point based on the Admissions Panel's recommendations and the process of constructing cohorts based on needs, goals, institutional types, mission, size, and other factors.

Application Questions **Check the appropriate request for Academy participation:**

_____ Open Pathway Quality Initiative _____X__ AQIP Action Project(s) _____ While in Standard Pathway _____ Other

institutional purposes

Recent Efforts

1. What is your "assessment story"? Evaluate your past and present efforts (include here things such as your accomplishments, issues, barriers, results, strategies).

   The college has worked to implement a system of collecting and utilizing student outcomes data for course-level and program-level improvement. This system has incorporated a variety of assessment methods appropriate to individual disciplines and methods, which have been adapted over the years, to better address the needs of faculty as they continue to improve the educational outcomes of BHC students.

   A formal Student Learning Executive Summary details a student learning outcomes plan that dates back to a DACUM process (prior to 1993) that the faculty participated in to begin to identify and describe general education at the institution. In 1993, a small committee was appointed by the Vice President of Instruction to study outcomes and develop the plan for assessment of student learning for the college. This plan was completed in 1995 and received NCA approval. Much of the plan concentrated on ongoing Classroom Assessment Techniques (CATs) and training was implemented across the college. By 2002, members of the committee (designated as the Student Learning Committee) revised and updated the plan to move beyond CATs to insuring the outcomes were clearly identified in the course syllabi and to initiate formative data collection at the course level. At this time in the college's assessment journey, the focus expanded from classroom/course to program and general education outcomes. With the direction of HLC, the college focused on: (a) what data the college collected in the assessment of general education outcomes and degree programs through direct and indirect measures; (b) what changes in curriculum, methods of instruction, and/or academic activities occurred based on the results of departmental assessments; and, (c) what impact assessment had on departmental planning and budgeting processes.

   This departmental focus led to many productive cycles of assessment, reported in annual reports, including 2003-2004; 2004-2005; 2005-2006, 2007-2008, and a progress report to HLC on Improving Student Learning 2003-2006. For example, the 2003-2004 report noted how an error analysis of exit essays in Composition 1 led to increased focus on grammar and mechanics in the curriculum and providing the Composition faculty with holistic grading training. Pre-and post-tests were conducted in a number of programs where, in some cases, led to changes at the course level and in the case of Mathematics to a department-wide common final

exam in Math 108. The 2004-2005 activities continued to expand into portfolio assessment in Art, additional pre/post-test assessment constructions, gap analyses in content and exam scores, etc. These also led to changes in revisions of course materials, review of prerequisite placement scores, the move to blend lecture and lab sections of accounting classes, etc. Reports were given to the Student Learning Committee and the Administration and compiled into the Annual Summaries, which identify the types of data collected and the data based changes that occurred.

In 2005, a committee composed of college-wide representatives from all transfer disciplines as well as career and technical programs was formed to assist a review team to review outcomes for general education. A revised General Education Core Curriculum was developed and approved by campus senates. This grid identified five strands within the core curriculum: (a) apply scientific thinking skills, (b) apply quantitative skills, (c) apply communication skills, (d) evaluate human experiences, and (e) develop an appreciation of human continuity, diversity, and change. The 2003-2006 Progress Report to the Higher Learning Commission extensively identifies assessments that were conducted and course and program-level changes that were made based on those assessments (pages 44-48). This progress report also discusses the alignment and coordination of institutional assessment strategies that support and promote faculty assessment of student learning through Curriculum Review, Program Review, Unit Plans, and Listening and Learning Tools (page 49).

The Student Learning Outcomes reports for 2007-2008 and 2008-2009 continued to document the progress made by the institution in collecting department and general education assessment data and how it was used to improve classroom and program delivery and content. Individual department reports were transitioned to a web-based repository managed by the Teaching Learning Center. The 2008-2009 Report notes on page 5: "The College's initial assessment initiatives directed toward formative and summative assessment at the class and course levels have expanded dramatically to the arena of program-level assessment, particularly in career and technical degree and certificate programs. Ways the faculty have been assessing program-level outcomes include such direct and indirect measures as advisory committee feedback, graduate surveys, standardized tests, licensure and certification examinations, portfolio analysis, capstone projects, juried performances, and feedback from accreditation teams. The 5-year cycle of program review established by the ICCB creates a logical sequence for organizing program-level assessment. Black Hawk College began the process of integrating program-level assessment into the program review process in the 2008-2009 cycle and detailed a more robust, collaborative process for approaching program review in 2009-2010."

By 2009-2010, the college further refined the system of assessment of student outcomes. In February 2009, the decision was made by the Student Learning Committee to adopt WEAVEonline as the management system for documenting student learning activities and follow-up actions. In October 2010, the Committee appointed a sub-committee to draft a structure of program review that integrated class/course-level assessment, thus replacing the past practice of producing a separate report. The intent was to align the Improving Student Learning Report with ICCB Program Review Guidelines and HLC/AQIP "Principles and Categories for Improving Academic Quality" (2008 Revision). The structure is a five-year process that, once designed, is continually refined, implemented and analyzed, at which point gaps are identified between desired and actual results and changes in curriculum, instructional materials or teaching strategies are documented.

In 2009, the Student Learning Committee was charged to: (a) collect, edit, and publish department reports on assessment; (b) review student learning instructions and forms in the context of WEAVEonline; (c) convene the General Education Review Team (GERT) to review the general education student learning data and make recommendations back to the Student Learning Committee; (d) make regular reports regarding committee activities to departments; (e) plan for a Student Learning Retreat; (f) create a Dictionary of Terminology; and (g) clarify the function of the Student Learning Committee by working to simplify the process and work to continually advance the culture, purpose and process of student learning outcomes assessment.

In Spring 2011 and Fall 2011, the SLC implemented student learning "conversation days" and continued work on expanding the 5-year Program Review process to include annual assessment activities. Additionally, the Student Learning Committee, in Spring 2011, formed the Career and Technical Education Review Team (CERT) to examine tools and resources for developing program level outcomes. Program-related functions of the CERT committee include listing program accrediting and licensing agencies BHC works with (or may work with) and considering the development of a college internship evaluation form to supplement specific program assessment plans.

By the 2012 report, the Student Learning Committee incorporated into its focus the New HLC Criteria for Accreditation. With course-level assessment continuing to be documented in the unit plans and program-level assessment incorporated in the Program Review process, the Student Learning Committee recommended suspending the General Education/Core Curriculum Grid and replacing it with three items assessed across the curriculum: (a) students can think critically, (b) students can solve problems; and (c) students can communicate effectively. In anticipation that these cross-curriculum goals would possibly require a standardized test, the committee identified the ETS Proficiency Profile, which is a general education outcomes assessment. Thus, a pilot of the ETS Proficiency Profile was done during the Spring 2012 semester. It should be noted that the pilot was conducted within the Mathematics department only and is not a representative sample of the larger student body. The results were reviewed by the GERT and recommended that BHC continue the use of the ETS Proficiency Profile during the Spring 2013 semester. Graduates in 2013 received a recruitment letter inviting them to participate in the assessment. The sample collected was fewer than 50 and, as suggested by ETS, was not considered representative of the larger group. As a result of the critical thinking scores on ETS test administered in Spring 2012 (even with a skewed sample), the SLC proposed to focus on critical thinking as a main student learning outcome for the next 5 years.

In October of 2013, the college hosted peer reviewers from the HLC for a Quality Check Up/Federal Compliance Reporting visit. Reviewers acknowledged progress in the college's course level assessment processes, but found inadequate evidence of systematic processes related to the assessment of program level student learning outcomes. They were provided with the previously used General Education Grid and responded favorably to the tool, recommending that something similar be developed to serve the college in the next phase of assessment.

In response to the finding, the VP for Instruction tasked the Deans with planning an off campus student learning retreat/work day to include members of the Student Learning Committee, AQIP Steering Committee, Department Chairs, Senate Presidents, Deans, VP for Instruction, the Director of the Teaching Learning Center, and other interested constituents.

The workday charges were as follows: First, the group would agree on a grid-like structure for the evaluation of general education student-learning outcomes. Second, the group would agree on a rubric to use for the evaluation of data. Third, invitees would bring appropriate data for discussion and trial of the grid and rubric. Following the workday, Chairs met with all department members to discuss the wording of the grid and to determine which strands and cells could be measured by courses in their respective disciplines. The Program Level Outcomes for AA/AS Degrees, General Education Core Curriculum Grid was finalized in December of 2013 and distributed to faculty during the college's Assembly Day in January 2014. Faculty members are currently using the grid to evaluate student learning during the spring 2014 semester. Data will be collected and analyzed over the summer and faculty will receive the resulting reports at the fall Assembly Day event.

Needs and Benefits

1. **What are the most pressing needs that you expect to address via your participation?**

Need #1: While the college has, a robust course level assessment processes in place, systematic processes for collecting and analyzing institutional program level data to improve student outcomes is lacking.
The college has successfully integrated course level assessments, standardized exams and the award of certificates and associate degrees as measurements to define successful completion and student learning at the course level. Additionally over the last ten years, the college has developed and implemented approaches to determining general education student learning accomplishments. During the 2010 Program Review, the college found "while college review processes provide for robust review of programs, there is not solid evidence or process documentation indicating how the college uses the results of its review to inform continuous improvement. Further, assessment is limited to the course, and in some cases, the program level and despite demonstrated progress in student learning assessment and improvement, momentum has slowed through ongoing structural and staffing changes.

> *Systems Portfolio Feedback Appraisal Feedback: "BHC indicates that it "determines that students awarded degrees have met learning objectives" but it provides no description of the process by which this occurs. BHC further indicates that it uses data from several measures to inform successful completion and transfer rates. Standardized exams and those awarding certification are used to demonstrate knowledge and skills for those fields requiring one. These are indirect measures of student learning and by themselves cannot provide the Institution with the information it needs to assess the quality of its academic programs. Further, the College does not explain how students in other disciplines demonstrate, other than through the grading system, whether students meet learning expectations. The College has an opportunity to develop and implement a comprehensive assessment program concentrating on its general education core learning objectives through which student accomplishment across its varied degree and certificate programs can be evaluated and documented for all graduates. The assessment plan should also include program-specific learning goals when appropriate."*

Need #2: The college has seen a significant growth of co-curricular offerings and student participation; however, these opportunities have not been clearly aligned with curricular learning goals.
Through the AQIP self-assessment, process the college has begun the journey of understanding the value of a new paradigm for where learning outcomes are experienced and reinforced. The traditional understanding is that direct learning outcomes are aligned at the instructional course and program level, indirectly at the institutional level. As the college continues to successfully implement co-curricular activities, it now has the the opportunity to expand the boundaries of where learning occurs from the traditional academic content and processes to include student development co-curricular content and processes.

> *Systems Portfolio Feedback Appraisal Feedback: "The College offers a range of co-curricular activities that contribute positively to the students' experience, but the portfolio does not indicate whether they have co-curricular goals nor does it describe how it ensures that such activities are aligned with curricular learning goals. The college has an outstanding opportunity to more intentionally define learning goals and outcomes for its co-curricular activities that linked directly to one or more course or program learning outcomes so as to ensure alignment."*

Need #3: Program level assessment plans complete with program level student learning outcomes are not clearly identified in many career and technical education programs thereby making program level assessment difficult.
The Student Learning Committee has defined student-learning outcomes to be all about developing a deep understand of what students know, understand, and can do with their knowledge as a result of their educational experience. The maturity of the college's processes have not yet developed to a level that these learning outcomes are widely expressed transparently to the public or to prospective students, and therefore the unique and valuable opportunities of being a Black Hawk College graduate are often not realized. Further, while the college has several programs of excellence where program outcomes are widely known and assessed, there is an opportunity to develop a more systematic cycle of planning and assessment that incorporates outcomes assessment.

Systems Portfolio Feedback Appraisal Feedback: "While activity has been on-going regarding the general education student learning outcomes, there appears to be only a goal for building processes for program outcomes that align with program reviews. It is imperative that the College develop an assessment plan that describes a cyclical plan for on-going learning assessment both in general education and specific disciplines for program attainment. It is also necessary to develop a plan for how the College will align and assess co-curricular outcomes within a continuous improvement cycle. The College has an outstanding opportunity to develop a more formal and structured process for designing, implementing and evaluating student learning."

Need #4: No clearly defined cohesive measures and metrics to evaluate student learning at the program and institutional level.
With the growing culture of accountability and evidence-based assessment, the college has the opportunity to further develop its direct measures of student learning outcomes. Generally, the college reviews educational inputs such as student characteristics and enrollment patterns, education processes and experiences through satisfaction, and retention and graduation rates. Finally, educational outcomes such as what the student knows and can do round out the metrics used to determine the quality of programs. The opportunity lies in aligning these three distinct approaches into one overall cohesive methodology to evaluating student learning and consequently program quality.

Systems Portfolio Feedback Appraisal Feedback: "While the College results are extensive with indirect measures for transfer, graduation, degrees awarded, persistence rate, course success rates, and developmental course advancement, it does not provide direct learning results for common, development, and specific program learning outcomes. The metrics do not appear to be connected to specific student learning outcomes. It is imperative that BHC select a cohesive and comprehensive set of measures and metrics to evaluate student learning and development".

Need #5: Continued faculty engagement with assessment as a means to improve student learning. Black Hawk College has a highly competent and qualified senior faculty facilitating learning. While our senior faculty are trained to be scholarly experts in their field, they may not have been trained in assessment (formulating learning outcomes, designing assignments and exams, and using data for improvement) nor provided the opportunity to gain those competency skills through professional development. Through the college self-assessment process it has been noted that our faculty is very engaged in robust course level assessment but that many faculty members do not have the same understanding for program level assessment outcomes nor do they have the opportunity to share assessment information with other department faculty. This then inhibits the formal, intentional improvement of programs and curricula based on assessment data and information. Changes are in fact made, but not as evidence-based or with as much inclusivity as could be across the college.

2. **Why is the Academy key to your success at this time?**

While the first motivator to participate in the Academy was in response to the potential accreditation issue relative to program level learning goals and co-curricular goals, the intrinsic reason the Academy is key to success is the opportunity it affords the college in guiding conversations and explorations into new assessment paradigms. The college continues to seek new approaches and effective practices that engage faculty in assessment activities that are meaningful and lead to program improvements while setting aside attitudes that this is important only because the Higher Learning Commission requires it. As the college has engaged with the AQIP process over the last two years, faculty and staff increasingly are recognizing how assessment plays a key role in continuous improvement, driving curricula, programs, co-curricular activities, and budgeting decisions. Participation in the Academy is intended to reinforce this paradigm shift, signaling an acceptance of and willingness to embrace assessment and use it in strategic ways. Change is difficult at best, and the college recognizes the need for peer guidance and assistance to continue this movement away from a once engrained belief that assessment was intrusive to faculty and only done to appease accrediting commissions.

Quality Check Up Feedback: "The systems appraisal team identified one possible accreditation issue relative to Core Component 4.B. The systems appraisal team observed, "[t]he College has recently developed curriculum-level learning goals for general education, but there does not appear to be the same level of effort for determining specific program-level learning goals and co-curricular goals. Further, the efforts related to assessment, although underway in a variety of areas, appear uncoordinated and have yet to be tied to specific goals, outcomes, and levels of desired achievement for student learning and development at the curriculum and program levels. It is vitally important for the College to develop an integrated system of planning and assessment that ensures alignment of activities and efforts across disciplines and programs, curricular and co-curricular opportunities and non-credit offerings, that includes processes for defining measurable goals and objectives for its numerous and varied activities."

3. **What are your goals for the Academy participation? What do you think will be your focus during the Academy (e.g., projects, initiatives, activities, work)?**

Overall Strategic Participation Vision: Assessment will be systemic and an expected and accepted part of what Black Hawk College does. The goals are outlined here as they relate to the needs articulated in question #1 above.

Need #1: Systematic processes for collecting and analyzing data to improve student learning.
The College continues its quality journey defining and improving processes utilizing the Baldrige-style organizational assessment, a factual and objective appraisal of how the college manages its leadership, human resources, strategic planning and process management. The Illinois Performance Excellence Award is modeled after the Bladrige National Quality Program and awarded the College the Bronze Award for Commitment To Excellence. Baldrige defines process as "linked activities with the purpose of producing a program or service for students and/or stakeholders within or outside the organization", while Norris and Poulton, 2008 define it as "a group of logically related activities which utilizes the resources of the college to produce results".
- Goal 1A: The process of the assessment of student learning will be integrated into college systems such as planning and budgeting, hiring, curriculum development, and curriculum review.

Need #2: The college has seen a significant growth of co-curricular offerings and student participation; however, these opportunities have not clearly been aligned with curricular learning goals.
In 2010, BHC recognized that a key to student retention was engaging them in meaningful experiences outside the classroom. To respond to this need the college developed the Student Life Office, which is responsible for promoting student learning and student success, to encourage student involvement and development, and to provide opportunities for student leadership through the planning and promotion of diverse student activities, workshops, and conferences. While these initiatives on our campuses are very successful, the college sees the need to better align the co-curricular student development goals to curriculum.
- Goal 2A: In all key support service (co-curricular) areas, define and assess student learning outcomes that are further aligned to the core curriculum reflecting what all students should know, understand, and do with the knowledge gained in content curriculum.

Need #3: Program level assessment plans complete with program level student learning outcomes are not clearly identified in many career and technical education programs thereby making program level assessment difficult.
- Goal 3A: All programs will achieve annual milestones in the five year Program Review cycle including:
  - Program Review Year 1: Mission Statements, Program Goals, Student Learning Program Objectives
  - Program Review Year 2: Identification of measurements, metrics and assessment techniques

for program level student learning outcomes
- o Program Review Year 3-4: Collection of data
- o Program Review Year 5- Analysis, action plan development and final Program Review Report

Need #4: No clearly defined cohesive measures and metrics to evaluate student learning at the program and institutional level.
- Goal 4A: Expand and integrate measures and metrics for evaluating student-learning outcomes at the program and institutional level.

Need #5: Faculty Engagement with assessment as a means to improve student learning
- Goal 5A: Develop employee (faculty and staff) competencies in the assessment of student learning
- Goal 5B: Define and communicate appropriate roles and responsibilities of the Faculty Senate Student Learning Committee and the newly created Assessment Team.
- Goal 5C: There will be evidence of "closing the loop" in the assessment of student learning with documented findings on measures and metrics and evidence of changes in pedagogy/curriculum.

Commitment and Focus

4. **What evidence demonstrates your commitment to and capacity for assessment of student learning (include things such as evidence of presidential and academic commitment to full participation, plans for involving the people and groups to accomplish your goals, financial and other resource support, inclusion of the broader institutional community)?**
   Dr. Baynum, President of Black Hawk College recently wrote the following in response to the Quality Check Up Report, which demonstrates the leadership commitment for full participation in the Academy.

   "We (BHC) take seriously the primary issues and opportunities for improvement in assessment. I would like to take this opportunity to update you on recent initiatives since our Quality Check Up. Under the leadership of our Chief Academic Officer (CAO) and the relatively new academic structure that increased the academic leadership team from two academic Deans to five, I believe BHC is positioned to address the strategic issues regarding assessment of student learning. Since the Quality Check Up, the CAO has worked collaboratively with the Deans, Academic Department Chairs, Faculty Senates, Student Learning Committee and the office of Planning and Institutional Effectiveness to assimilate the recommendations of the Peer Reviewers into an Action Project and working plan for Black Hawk College. The team has revised the program level outcomes for the AA/AS Degrees-General Education Core Curriculum and outlined a plan to further design and implement an assessment approach that provides consistent oversight and meets the needs of faculty and students to ensure that students have an excellent academic experience at Black Hawk College.

   Finally, I have directed the CAO to prepare the College for application and subsequent participation in the HLC Academy for Assessment of Student Learning. It is through this experience that I believe the College will accelerate and deepen its understanding how to fully assess those learning outcomes and use the information gained to improve student learning."

   The relationship among the Vice President for Instruction and Student Services, Director of Planning and Institutional Effectiveness, Academic Deans, and Faculty Senate is poised to be the driving leadership behind the initiatives in this proposal. It is proposed that the Assessment Team be comprised of representatives from staff, faculty, and administrative positions.

   Budget has been allocated from the AQIP Action Project Funding. While this budget is absorbing the initial costs of this effort, the college will seek future funding from other areas of the college including the Office of Planning and Institutional Effectiveness, the assessment committee and the office of the Vice President for Instruction and Student Services to ensure resources support the assessment initiatives.

Black Hawk College is dedicated to providing a strong leadership team to attend the HLC Academy. This planned team consists of senior leadership (President, CAO, and VP of East Campus), two academic deans, (one from Career and Technical areas, the other from transfer), faculty members from CTE and transfer, as well as representation from the Planning and Institutional Effectiveness office. We are confident that these individuals will be able to share and implement knowledge on assessment to the appropriate college stakeholders.

Potential Impact

1. **What results do you want to achieve in the Academy? What is the potential for impact on the institution? On learning and teaching? On organizational culture?**

    BHC will hold itself accountable to the improvement of student learning by fully engaging in assessment processes at all level of the institution. Students will be successful in transitioning their learning by experiencing co-curricular efforts that align and support curriculum. Strategic and budget decisions will be informed through the assessment process. Faculty will be engaged as significant leaders in the assessment process. Finally participation in the Academy will further guide the college as it embraces its vision to have quality instructional programs, student centered services and strategic alliances that position Black Hawk College as the preferred choice for education and training.

2. **How will your work in the Academy contribute to improvement of student learning at your institution?**
    Participation in the Academy will enable the team to review policies and procedures and facilitate conversations with faculty intended to improve knowledge and use of assessment at the program and institutional level. Participation is expected to yield additional resources and effective practices that will benefit faculty as they continue to develop effective program level assessment plans that can be used to improved curriculum and pedagogy. Lastly, the participation in the Academy will enable the college to better demonstrate to its constituents that the College's quality programs provide the environment and resources for students to be successful in their learning.

Institutional Contact Information

Primary Institutional Contact Person for Academy Participation:

Name   Kathy Malcolm

Position title   Director of Planning and Institutional Effectiveness

Institution name   Black Hawk College

Office address   6600 34th Avenue

City, State, Zip   Moline, Illinois 61265

Office Phone: 309-796-5038

Email: malcolmk@bhc.edu

Name and address to which the Commission should send invoices for Academy participation:

Name   Kathy Malcolm

Position title   Director of Planning and Institutional Effectiveness

Institution name   Black Hawk College

Office address   6600 34th Avenue

City, State, Zip   Moline, Illinois 61265

Email address   Malcolmk@bhc.edu

HLC Academy for Assessment of Student Learning

Before you email your *Academy Application* to academy@hlcommission.org, make certain it has been reviewed and approved by your institution's CEO. See Affirmation page.

Appendix E
Program Review

Year I	Year 2	Year 3	Year 4	Year 5
• **Develop assessment plan for implementation of previous year's Program Review Recommendations**	• **Define Program Mission/Purpose** • **Define Program Goals** • **Define Program Objectives/Outcomes**	• **Define Measurements and Achievement Targets** • **Collect Data** • **Write Findings**	• **Define/Redefine Measurements and Achievement Targets** • **Collect Data** • **Write Findings**	• **Conduct Program Review**
Occupational (PCS-12 &16) • Computer Programming (110201) • Computer Information Processing (5212xx, 110301) • Web Developer Certificate (110801) • Networking (110901) • Networking Security Specialist (111003) • Electro-Mechanical Certificate (150403) • Legal Assistance (2203xx) • Law Enforcement (430107) • Private Security (430109) • Apprentice Electrician (460302) • Desktop Support Technician (470104) • Health Management Information (510707) • Medical Transcription (510708) • Medical Coding Specialist (510713) • Medical Billing Specialist (510714) • Medical Office Receptionist (510716) • Massage Therapy (513501) **Transfer – Written & Oral Communication (PCS-11)** • English Literature (230101, 230701, 230801, 239997, 500602) • English Writing (230401, 230501, 240198) • French (160901) • German (160501) • Journalism (090401, 090102) • Spanish (160905) • Speech (231001, 231002) **Cross-Disciplinary** • General Education • General Occupation & Technical Studies (12-240102) • Law Enforcement Transfer (11-430103, 450401)	**Occupational (PCS-12 & 16)** • Agriculture Mechanics (0102xx) • Polymers & Plastics Technology (150607) • Metallurgical Technology (150611) • Engineering Technology (150613) • Child Development (190709) • Apprentice Carpenter (4602xx) • Apprentice Machine Repair (470303) • Auto Collision Repair (SCC) (470603) • Automotive Repair Technology (470604) • Diesel Service (470605) • Diesel Technology (SCC) (470605) • Truck Driving (SCC) (490205) • Medical Assisting (510801) • Physical Therapy Assistant (5108xx) • Small Business Management (520701) • International Trade (521101) **Transfer – Social & Behavioral Sciences (PCS-11)** • Anthropology-Archaeology (450201, 450301, 050202) • General Social Services (440701) • Political Science (451001, 450901) • Psychology (130101, 131001, 420101, 420701, 420901, 421601) • Sociology (300401, 451101) **Cross-Disciplinary** • AA, AS, & AAT Transfers • Agriculture Transfer (11-010103, 11-010201, 11-020402, 11-020501, 11-131301) • Associate of Arts teaching – Math (11-131311) • Associate of Arts teaching – Early Child Education (11-131210) • Associate of Arts teaching – Special Education (11-131001) • Business Transfer (11-190402, 11-450601, 11-520101) • Business Transfer International Business (11-060901, 11-521101) • Horticulture Transfer (11-020403) • Pre-Physical Therapy • Pre-Veterinary Medicine (11-020201)	**Occupational (PCS-12 & 16)** • Agri-Business Management (010101) • Agriculture Production Technology (010301) • Animal Science (010302, 019998) • Agribus Mgt Crop Protect Tech Option (010304) • Horse Science Technology (010307) • Equestrian Science (010507) • Horticulture (010601-010605, 010607) • Sustainable Energy Certificate (150503) • Health, Safety, and Environmental Technology (SCC) (150701, 430203) • Associate Degree Nursing (190699, 511601, 511612, 519996, 519997) • Practical Nursing (260403, 261001, 511613) • Basic Nurse Assist Training Program (511614, 511615, 512602) • Marketing and Retail (080705, 081001, 240105, 270501, 520101, 521001, 521101, 521003, 521401, 521803, 521908, 529998, 529999) **Transfer – Humanities & Fine Arts (PCS-11)** • Art (110803, 500401, 500402, 500601, 500605, 500701, 500703, 500705, 500708-500713) • Education Pre-Teaching (130101, 130901, 131202, 139998) • History (450801, 521002, 540101, 540102, 540106, 549996) • Music [Therapy, Performance, or Business] (500902-500904, 509996) • Philosophy (380101-380103, 380201) • Pre-Law (430103, 520101) • Theatre (500501, 500502, 500505- 500507, 500599, 509997) **Cross-Disciplinary** • Business & Community Education Center (Dept. Codes: 1710, 1713, 4240, and 4241) • Business Training Center (Dept. Codes: 1941-1943 and 4341)	**Occupational (PCS-12 & 16)** • Apprenticeship Pipe Trades (460501, 460599, 469996) • Heating, Ventilation & Air Conditioning (SCC) (470201) • Apprentice Machinist (480503) • Apprentice Patternmaker (480505, 489998) • Apprentice Sheet Metal (480506) • Apprentice Tool & Die (480507) • Welding (480508) • Visual Communication (100303, 500401, 509998) • Interior Design (SCC) (151303, 200501, 500407, 500408) • Accounting Specialist (520301) • Accounting (520302) • Banking and Finance (520803, 521001) **Transfer – Physical & Life Sciences (PCS-11)** • Biological Science (190504, 260101, 260301, 260501, 260502, 260801, 300197) • Chemistry (260202, 400501, 400502, 400504, 400599) • Earth Science (260603, 261301, 261305, 300101, 400401, 450701) • Earth Science Geology (400601, 400602, 400604) • Health, Physical Education, Recreation, and Sports Management (131307, 310101, 310501, 310504, 500301, 500302) • Pre-Chiropractic/Medicine/Pharmacy (260403, 260701, 260706) • Pre-Dietetics/Nutrition • Pre-Engineering (140101, 141101, 151302) **Cross-Disciplinary** • Accounting Transfer (11: 110901, 520301, 520302) • Remedial/Development (PCS-14)	**Occupational (PCS-12 & 16)** • Culinary Arts (SCC) (1205xx) • CAD Certificates (151302) • Sign Language Interpreter (SCC) (161603) • Technical Communications (231101) • Fire Service Officer (4302xx) • Construction Management (150508, 460000, 460101, 460402) • Dental Assisting (SCC) (510601) • Electroneurodiagnostic Technology (SCC) (510903) • Emergency Medical Technology (510904) • Radiologic Technology (510911) • Business Continuity Planning (520201) • Business Information Technology Certificate (520204) • Administrative Assisting (520401) • Information Technology (520407) • Logistics and Warehouse (520409) **Transfer – Mathematics (PCS-11)** • Computer Science (110101, 110201, 110202, 110501) • Computer Science Information Systems (110901) • Mathematics (270101, 270103, 270301, 270501) • Supply Chain Management (No Data) **Cross-Disciplinary** • Adult Basic Education (PCS-17) • Adult Education (Vocational Skills) (PCS-16)* • Adult Secondary Education (PCS-18) • English as a Second Language (PCS-19)