



# PROGRAM REVIEW

*Submitted to the*  
Illinois Community College Board

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# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## INTRODUCTION

The purpose of Black Hawk College's Program Review Report is to rigorously review career and technical education programs, academic disciplines, cross discipline programs and student academic support services. Each area follows a standard review methodology infused with data and information to guide the analysis including program/discipline/service viability, strengths, weakness, occupational demand/ financial sustainability and student learning outcomes.

Furthermore Program/Discipline Reviews are:

- To support department level planning and decision making by providing an opportunity to assess the status of a program/discipline/service, the changes over the previous five years and the planned continuous improvement intentions.
- To assess, update and improve programs/ course offerings on a regular basis.
- To discontinue programs/ discipline courses when there is no longer sufficient demand, quality cannot be maintained at an acceptable level, or there are no longer occupational demands to support the cost of instruction.

### Definitions:

**Career & Technical Education Programs (CTE)** A "career & technical education program" is a curriculum designed to prepare students for employment in a specific field. This includes those leading to an Associate in Applied Science Degree, or Certificate.

**The Program for "academic disciplines" (Discipline)** are the courses and sequences of courses in written and oral communications, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences. These reviews focus on the quality of individual courses and clusters of courses, using existing assessment and other information identified by the college and the ability of those courses to prepare students to meet the general education requirements established by the College.

### Process:

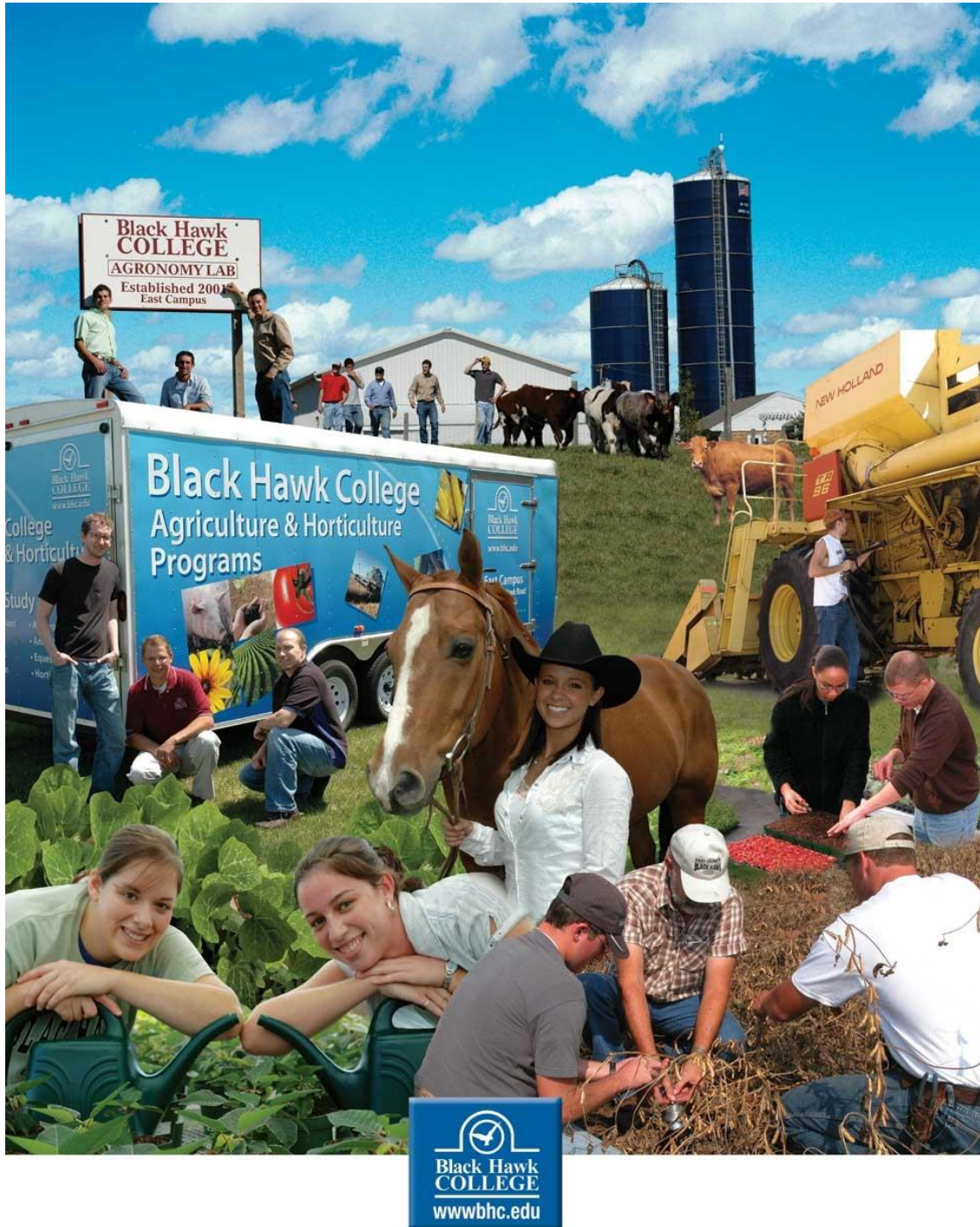
Following the ICCB's Program Review schedule, the office of Planning and Institutional Effectiveness (PIE) notifies the appropriate Deans; who then identify department teams responsible for reviewing said programs. Next, the teams comprised of Department Chairs and Faculty, identify and review all data presented. During this period of review, teams analyze and discuss the programs by answering discussion questions from six content areas. All documents and responses to the discussion questions are recorded in WEAVEonline, Black Hawk College's web-based tool to document assessment. Teams periodically share their progress with Deans until they are confident they can offer sound recommendations for the program(s) under review. Deans then analyze all information presented, and finalize recommendations for improvement. The Deans then prepare the ICCB Program Review Executive Summary and forward it to the Vice President for Instruction and Student Services for final approval to submit to the ICCB.

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 1: CAREER AND TECHNICAL EDUCATION PROGRAMS



# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 1: Career and Technical Education Programs

CIP CODE	PROGRAM TITLE	DEGREE TYPE	ACTION
010101	<i>Agribusiness Management-Horticulture Option</i>	03	<i>Continue with Minor Improvements</i>

**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathway:** Agribusiness Systems

**Program of Study** Agribusiness Management

**NOTE:** *The following programs were reviewed together as a unit even though the CIP codes were different. The executive summary that follows is applicable to the following programs: Agribusiness Management Horticulture Option, Agribusiness Management Crop Protection Technology Option, Agriculture Production Technology, Animal Science Beef Production, and Swine Production*

### Improvements or Rationale for Action:

The current demand for graduates with a degree in Agribusiness Management and Agriculture Production Technology AAS degree programs continues to outpace the number of graduates enrolled in the program. According to Economic Modeling Specialist International data, Henry, Mercer, Rock Island and Stark Counties in Illinois posted a job demand of 173 jobs with a median income of \$18.54 per hour. On a statewide level, the report identifies 4,203 within the State of Illinois

Program improvements for both degree options include: (1) updating the ICCB Generic Course Syllabi for selected courses for approval at the September 2015 Curriculum Committee meeting, (2) continuing work to create a Pathways to Results map for students transitioning from secondary to post-secondary enrollment, (3) grow program enrollment to maximize service capacity, and (4) evaluating Ag Sales, Science, and Technology course objectives to respond to industry skill requirements.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

- ☐ Standardized Assessments
- ☐ Certification and Licensure Examinations Results
- ☐ Writing Samples
- ☐ Portfolio Evaluation
- ☐ Course Embedded Questions
- ☐ Student Surveys
- ☒ Analysis of Enrollment, Demographics, and Cost Data
- ☒ Other, please specify Internal Comprehensive Program Review

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

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## SECTION 1: Career and Technical Education Programs

CIP CODE	PROGRAM TITLE	DEGREE TYPE	ACTION
010304	<i>Agribusiness Management Crop Protect Tech Option</i>	03	<i>Continue with Minor Improvements</i>

**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathway:** Agribusiness Systems

**Program of Study** Agribusiness Management

**NOTE:** *The following programs were reviewed together as a unit even though the CIP codes were different. The executive summary that follows is applicable to the following programs: Agribusiness Management Horticulture Option, Agribusiness Management Crop Protection Technology Option, Agriculture Production Technology, Animal Science Beef Production, and Swine Production*

### Improvements or Rationale for Action:

The current demand for graduates with a degree in Agribusiness Management and Agriculture Production Technology AAS degree programs continues to outpace the number of graduates enrolled in the program. According to Economic Modeling Specialist International data, Henry, Mercer, Rock Island and Stark Counties in Illinois posted a job demand of 173 jobs with a median income of \$18.54 per hour. On a statewide level, the report identifies 4,203 within the State of Illinois

Program improvements for both degree options include: (1) updating the ICCB Generic Course Syllabi for selected courses for approval at the September 2015 Curriculum Committee meeting, (2) continuing work to create a Pathways to Results map for students transitioning from secondary to post-secondary enrollment, (3) grow program enrollment to maximize service capacity, and (4) evaluating Ag Sales, Science, and Technology course objectives to respond to industry skill requirements.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

- ☐ Standardized Assessments
- ☐ Certification and Licensure Examinations Results
- ☐ Writing Samples
- ☐ Portfolio Evaluation
- ☐ Course Embedded Questions
- ☐ Student Surveys
- X Analysis of Enrollment, Demographics, and Cost Data
- X Other, please specify Internal Comprehensive Program Review

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

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## SECTION 1: Career and Technical Education Programs

CIP CODE	PROGRAM TITLE	DEGREE TYPE	ACTION
010301	<i>Agriculture Production Technology</i>	<i>03</i>	<i>Continue with Minor Improvements</i>

**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathway:** Agribusiness Systems

**Program of Study** Agribusiness Management

**NOTE:** *The following programs were reviewed together as a unit even though the CIP codes were different. The executive summary that follows is applicable to the following programs: Agribusiness Management Horticulture Option, Agribusiness Management Crop Protection Technology Option, Agriculture Production Technology, Animal Science Beef Production, and Swine Production*

### Improvements or Rationale for Action:

The current demand for graduates with a degree in Agribusiness Management and Agriculture Production Technology AAS degree programs continues to outpace the number of graduates enrolled in the program. According to Economic Modeling Specialist International data, Henry, Mercer, Rock Island and Stark Counties in Illinois posted a job demand of 173 jobs with a median income of \$18.54 per hour. On a statewide level, the report identifies 4,203 within the State of Illinois

Program improvements for both degree options include: (1) updating the ICCB Generic Course Syllabi for selected courses for approval at the September 2015 Curriculum Committee meeting, (2) continuing work to create a Pathways to Results map for students transitioning from secondary to post-secondary enrollment, (3) grow program enrollment to maximize service capacity, and (4) evaluating Ag Sales, Science, and Technology course objectives to respond to industry skill requirements.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

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## SECTION 1: Career and Technical Education Programs

CIP CODE	PROGRAM TITLE	DEGREE TYPE	ACTION
010302	<i>Animal Science</i>	30	<i>Continue with Minor Improvements</i>
010302	<i>Beef Production</i>	30	<i>Continue with Minor Improvements</i>
010302	<i>Swine Production</i>	30	<i>Continue with Minor Improvements</i>

**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathway:** Agribusiness Systems

**Program of Study** Agribusiness Management

**NOTE:** *The following programs were reviewed together as a unit even though the CIP codes were different. The executive summary that follows is applicable to the following programs: Agribusiness Management Horticulture Option, Agribusiness Management Crop Protection Technology Option, Agriculture Production Technology, Animal Science Beef Production, and Swine Production*

### Improvements or Rationale for Action:

The current demand for graduates with a degree in Agribusiness Management and Agriculture Production Technology AAS degree programs continues to outpace the number of graduates enrolled in the program. According to Economic Modeling Specialist International data, Henry, Mercer, Rock Island and Stark Counties in Illinois posted a job demand of 173 jobs with a median income of \$18.54 per hour. On a statewide level, the report identifies 4,203 within the State of Illinois

Program improvements for both degree options include: (1) updating the ICCB Generic Course Syllabi for selected courses for approval at the September 2015 Curriculum Committee meeting, (2) continuing work to create a Pathways to Results map for students transitioning from secondary to post-secondary enrollment, (3) grow program enrollment to maximize service capacity, and (4) evaluating Ag Sales, Science, and Technology course objectives to respond to industry skill requirements.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

- ☐ Standardized Assessments
- ☐ Certification and Licensure Examinations Results
- ☐ Writing Samples
- ☐ Portfolio Evaluation
- ☐ Course Embedded Questions
- ☐ Student Surveys

X Analysis of Enrollment, Demographics, and Cost Data

X Other, please specify: Internal Comprehensive Program Review

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301

## SECTION 1: Career and Technical Education Programs

CIP CODE:	PROGRAM TITLE	DEGREE TYPE	ACTION:
010507	<i>Equestrian Science</i>	03	<i>Continue with Minor Improvements</i>

**Career Cluster:**    Agriculture, Food, and Natural Resources

**Career Pathway:**    Animal Systems

**Program of Study**    None

**NOTE:** *The following programs were reviewed together as a unit even though the CIP codes were different. The executive summary that follows is applicable to the following programs: Equestrian Science, Horse Science Technology and Horse Science Technology Certificate.*

### Improvements or Rationale for Action:

The current demand for graduates with a degree in the Equestrian Science and Horse Science Technology AAS degree programs and the Horse Science Technology certificate program continues to outpace the number of graduates enrolled in the program. According to Economic Modeling Specialist International data, Henry, Mercer, Rock Island and Stark Counties in Illinois posted a job demand of 243 jobs with a median income of \$18.54 per hour. Positions include but are not limited to agricultural producers, managers, breeders, and technicians.

The number of available openings in the Black Hawk College district has outpaced the College's ability to graduate enough students with the appropriate training. The College has witnessed growth in student enrollment. In 2014, the program has witnessed a five-year high in enrollment at 84 students with a five-year high in credit hour generation at 1,935. The number of students enrolled between 2010-2014 has an average of 76 students annually with an average credit hour generation of 1,730.

Because of this review, the program will:

- Better define program-level learning outcomes and measurement.
- Update master syllabi for program courses to be submitted to Curriculum Committee in September 2015.
- Pursue Pathways to Results project to align program coursework from the secondary level to the post-secondary level and from the two-year level to the four-year level.
- Review supply costs and lab fees to assist in maintaining cost effectiveness.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

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

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## SECTION 1: Career and Technical Education Programs

CIP CODE:	PROGRAM TITLE	DEGREE TYPE	ACTION:
010307	<i>Horse Science Technology</i>	03	<i>Continue with Minor Improvements</i>
010307	<i>Horse Science Technology Certificate</i>	20	<i>Continue with Minor Improvements</i>

**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathway:** Animal Systems

**Program of Study** None

**NOTE:** *The following programs were reviewed together as a unit even though the CIP codes were different. The executive summary that follows is applicable to the following programs: Equestrian Science, Horse Science Technology and Horse Science Technology Certificate.*

### Improvements or Rationale for Action:

The current demand for graduates with a degree in the Equestrian Science and Horse Science Technology AAS degree programs and the Horse Science Technology certificate program continues to outpace the number of graduates enrolled in the program. According to Economic Modeling Specialist International data, Henry, Mercer, Rock Island and Stark Counties in Illinois posted a job demand of 243 jobs with a median income of \$18.54 per hour. Positions include but are not limited to agricultural producers, managers, breeders, and technicians.

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- ☐ Standardized Assessments
- ☐ Certification and Licensure Examinations Results
- ☐ Writing Samples
- ☐ Portfolio Evaluation
- ☐ Course Embedded Questions
- ☐ Student Surveys

X Analysis of Enrollment, Demographics, and Cost Data

X Other, please specify: Internal Comprehensive Program Review

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## SECTION 1: Career and Technical Education Programs

CIP Code:	Program Title	Degree Type	Action:
010601	<i>Horticulture Science</i>	03	<i>Discontinued/Eliminated</i>
010601	<i>Horticulture Science Certificate</i>	20	<i>Discontinued/Eliminated</i>

**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathway:** Plant Systems

**Program of Study:** None

### Improvements or Rationale for Action:

This program was restructured as an option under the Agri-Business Management program (AAS, 9242). Students may select coursework within the Agribusiness Management program emphasizing horticulture interests. This provided program stability for students and a more efficient use of College resources.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

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## SECTION 1: Career and Technical Education Programs

CIP Code:	Program Title	Degree Type	Action:
150503	<i>Sustainable Energy</i>	20	<i>Continue with Minor Improvements</i>

**Career Cluster:** Architecture and Construction

**Career Pathway:** Energy Management and Systems Technology/Technician

**Program of Study:** None

### Improvements or Rationale for Action

The 50 hour certificate for Sustainable Energy has three courses (8 hours) specifically pertaining to sustainable concepts. The remainder of the hours come from Engineering Technology courses that are necessary for other degrees and are offered on a regular basis. Therefore, there is not a huge financial drain by continuing this program. In addition, at the most recent Advisory Board meeting, there were a couple of businesses that were very interested in the program. That being said, there seems to be a disconnect between the businesses and the school as the program serves only a couple of students. Two things need to be done at this time. First, Black Hawk College will re-evaluate the program and make sure that the students earning the certificate are either immediately employable or able to transfer to a four-year institution. Second, assuming the program is appropriately serving the students; BHC will market the program over the next two years and determine if enrollment increases.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

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## SECTION 1: Career and Technical Education Programs

CIP Code:	Program Title	Degree Type	Action:
340103	<i>Health, Safety, &amp; Environmental Tech (SCC)</i>	40	<i>Discontinued/Eliminated</i>

**Career Cluster:** Agriculture, Food and Natural Resources

**Career Pathway:** Plant Systems

**Program of Study:** None

### Improvements or Rationale for Action:

This program was offered to students by means of a reciprocity agreement with Eastern Iowa Community College. Certain aspects of the “Black Hawk College and Eastern Iowa Community College District for Reciprocity of Career Programs” agreement have been a challenge for Black Hawk College. As a result, the BOT voted in October, 2013 not to renew Black Hawk College's agreement with Eastern Iowa Community College effective Fall 2013.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

- ☐ Standardized Assessments
- ☐ Certification and Licensure Examinations Results
- ☐ Writing Samples
- ☐ Portfolio Evaluation
- ☐ Course Embedded Questions
- ☐ Student Surveys

X Analysis of Enrollment, Demographics, and Cost Data

X Other, please specify: Internal Comprehensive Program Review

**Statewide Program Issues (if applicable):**

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

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## SECTION 1: Career and Technical Education Programs

CIP Code:	Program Title	Degree Type	Action:
513801	<i>Associate Degree Nursing</i>	03	<i>Continue with Minor Improvements</i>

**Career Cluster:** Health Science

**Career Pathway:** Nursing-Registered Nurse Training (RN, ASN, BSN, MSN)

**Program of Study** None

### Improvements or Rationale for Action:

It is recommended that the ADN program be continued with minor improvements. This program conducted its periodic self-study for ACEN accreditation this year. Site visitors were on campus in the spring of 2015. Though we have not been formally notified of the outcome as of yet, the examiners provided almost universal praise for this program.

The program was given three items for improvement, however. First, one of the full time Faculty members did not have a current transcript in his file in Human Resources. This oversight has been corrected. Second, the examiners expressed concern that the program does not have a full time Director. We explained that per our IFT contract, full time Faculty, who are also department chairs, must teach a minimum of half time. We will however, strive to provide sufficient release time to the Chair to satisfy the examiners' concerns. Third, the program was credit hour heavy. To address this, the department has recommended the elimination of two non-nursing courses. The College also identified that this program did not have sufficient facilities for student success, however, this problem has been addressed with the addition of a new health sciences center, due to be open by August of 2015.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

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

### Statewide Program Issues (if applicable):

The credit hour requirement for associate degree nursing programs has been a statewide issue and has required many programs to examine their non-essential courses in the programs for possible elimination.

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

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## SECTION 1: Career and Technical Education Programs

CIP Code:	Program Title	Degree Type	Action:
513901	<i>Practical Nursing</i>	20	Continue with Minor Improvements

**Career Cluster:** Health Science

**Career Pathway:** Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert., Dipl., AAS)

**Program of Study:** None

### Improvements or Rationale for Action

It is recommended that the Practical Nursing Program be continued with minor improvements. Despite the fact that the PN program was subject to corrective action by the Illinois Department of Financial and Professional Regulation from January 2012 to January of 2014 due to low NCLEX pass rates, the program has remained strong and greatly improved as a result of the probationary period. New Faculty members were hired for the program and curriculum improvements have enhanced student learning and engagement. Program pass rates are now at 97%. At the time of the last program review, several items for improvement were identified and nearly all will be satisfied thanks to the College's new health sciences center, slated to be open in August 2015. Current opportunities for improvement include an increase in the continuing education budget for practical nursing Faculty. It is vital that Faculty stay up to date with changes in current practice guidelines. Program Faculty have also noted that bedside, computerized documentation would enhance students' skills on their clinical sites and would make students more comfortable with computer technology for test taking, etc.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

☒ Standardized Assessments

☒ Certification and Licensure Examinations Results

☐ Writing Samples

☐ Portfolio Evaluation

☐ Course Embedded Questions

☐ Student Surveys

☒ Analysis of Enrollment, Demographics, and Cost Data

☒ Other, please specify: Internal Comprehensive Program Review

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

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## SECTION 1: Career and Technical Education Programs

CIP Code:	Program Title	Degree Type	Action:
513902	<i>Basic Nurse Assistant Training Program</i>	30	Continue with Minor Improvements

**Career Cluster:** Health Science

**Career Pathway:** Nurse/Nursing Assistant/Aide and Patient care Assistant

**Program of Study** Basic Nurse Assistant

### Improvements or Rationale for Action

Students completing this program are expected to function in the role of an entry-level nursing assistant. Black Hawk College's goal is to achieve an overall mean score of 80%. Students must be proficient in all the specified manual skills, and be able to pass the state certification exam. In order to increase our scores, the following measures are being implemented:

1. Increased rigor of questions on classroom tests.
2. Implementing a higher grading scale for the adult classes, with 75% average required to pass (currently 70%)
3. Attending workshops on test writing, and working with staff at SIU to improve scores.
4. Structuring more critical thinking questions into the didactic portion of the class. (Asking students more questions about "why" and "what would be the biggest priority and why?")
5. Increasing the time spent in "hands-on" learning. We are working to develop teaching tools that incorporate more visual and hands-on learning opportunities. With every lecture topic, a portion is devoted to kinesthetic learning. Our students have self-identified as "hands-on" learners, so each instructor is actively working to increase the percentage of time devoted to kinesthetic learning.
6. Restructuring tests to align more with the state certification format.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

☒ Standardized Assessments

☐ Certification and Licensure Examinations Results

☐ Writing Samples

☐ Portfolio Evaluation

☐ Course Embedded Questions

☐ Student Surveys

☒ Analysis of Enrollment, Demographics, and Cost Data

☒ Other, please specify: Internal Comprehensive Program Review

# BLACK HAWK COLLEGE PROGRAM REVIEW

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## SECTION 1: Career and Technical Education Programs

CIP Code:	Program Title	Degree Type	Action:
521803	<b><i>Business Marketing/Management</i></b>	03	<i>Continue With Minor Improvements</i>
521803	<b><i>Team Leader</i></b>	20	<i>Continue with Minor Improvements</i>
521803	<b><i>Lead Employee</i></b>	30	<i>Continue with Minor Improvements</i>

**Career Cluster:** Marketing Sales and Service

**Career Pathway:** Retailing and Retail Operations

**Program of Study:** None

### Improvements or Rationale for Action:

It is recommended that the Business Marketing/Management program be continued with minor improvements. Though this program has experienced a downward trend in enrollments since the last review, the rate of decline is consistent with college-wide enrollment figures. The program Faculty have conducted a thorough review of the curriculum and has had lengthy discussions with the Advisory Board for the program. Based on the AB feedback, the program Faculty have made several changes to the program including decreasing the number of credit hours for the degree and aligning the curriculum more closely with the Accounting and Business Education programs. It is recommended that the number of courses with the BA prefix be decreased from the current 46 since many of the courses are seldom offered. It is also recommended that the remaining courses in the program that are not offered online be developed for that delivery mode so that the program can be advertised as available fully online. Finally, the program Faculty has committed to explore offering their courses for dual credit delivery.

### Principle Assessment Methods Used in Quality Assurance for this Program

*Please check all that apply.*

- ☐ Standardized Assessments
- ☐ Certification and Licensure Examinations Results
- ☐ Writing Samples
- ☐ Portfolio Evaluation
- ☐ Course Embedded Questions
- ☐ Student Surveys
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## SECTION 2: ACADEMIC DISCIPLINES



# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

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## SECTION 2: Academic Disciplines

**Discipline Area:** *Art*

(The same review process and summary as the Cross Discipline Art Discipline Review)

### Improvements or Rationale for Action

It is recommended that the Art AA discipline continue with minor improvements.

The current course offerings for Art AA and AFA continue to meet the needs of students who transfer. Past reviews indicated the need for an additional full time Faculty member to improve course offerings in Digital Art. The College addressed this issue in 2014 with the hire of a full time Faculty member who specializes in Digital Art.

The Associate in Fine Arts degree option has been added since the last program review. It is an improvement in the preparation of Art students who transfer on to earn a BFA or MFA.

The discipline continues its practice of assessing student learning in studio courses through a portfolio review process. Several courses (ART 100, ART 281, ART 282, ART 286) are aligned with the General Education outcomes of:

- Apply and synthesize a vocabulary pertinent to the humanities and fine arts.
- Demonstrate thoughtful awareness of the interconnectedness of one's life to past, present, and future human events from a global perspective.
- Examine intellectual, cultural, and aesthetic perspectives in the humanities and fine arts.

Additionally the discipline studied two course sequences to determine the preparation of its ART students. The majority of student moving from ART 121 to ART 122 are successfully completing that sequence of instruction while most student moving from ART 121 to ART 201 do so successfully.

As a result of this review the discipline will make the following improvements:

- Update course syllabi on a more routine basis.
- Digital Art course offerings and enrollment trends will be reviewed and improvements to scheduling will be made.
- A Digital Photography Certificate will be implemented in order to create an added option for career and transfer students.

### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 2: Academic Disciplines

**Discipline Area:** *Education Pre-Teaching: Elementary, Secondary*

### Improvements or Rationale for Action

It is recommended that the Elementary Pre-Teaching transfer discipline continue with minor improvements.

The curriculum continues to be developed and revised based on partnerships we have with 4-year educational degree programs, including those at Western Illinois University. The current course offerings are reviewed based on student needs and enrollment trends, adjustments to the schedule are made continually in order to meet student needs.

The students continue to be served by partnerships that we have established with local school districts as observation sites and other community connections.

Upcoming changes to the Illinois Professional Teaching Standards have been implemented into all professional pre-teaching courses upon final approval by the state.

Students will be informed of upcoming change to the requirements for entry into the discipline (Test of Academic Proficiency and changes to the SAT pass rate of 22). Workshops may be developed to aid students with this change.

Two new courses have been added in order to match WIU's teaching requirements. This improvement will stabilize the revenue to unit cost ratio for this discipline.

A more concerted marketing effort to promote the Education Pre-Teaching pathway will be implemented. This will include collaborating with the Regional Office of Education in order to provide current information and occupational data to students.

### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 2: Academic Disciplines

**Discipline Area:** *History: American*

### Improvements or Rationale for Action

It is recommended that the History transfer discipline continue with minor improvements.

While there still is a demand for history courses, the number of students enrolled has decreased about 20% from FY2008 to FY2014, a significant drop. In addition, if we look at the seven-year high of FY2011, the decrease is about 29%. There are a number of areas where we can improve.

First is limiting the number of HIST courses we offer. Currently, we have 19 courses on the books but only 8 of them are IAI approved. We will need to get some of the remaining 11 IAI approved or look at removing them from the offerings. This will help us move in the direction of having the student in the right course. In comparison, we consistently offer only three different ECON courses, yet they consistently garner 20+ students per section.

Next, we need to continue to push history offerings as dual credit options. We have Faculty on campus willing and highly qualified to go out to the high schools to teach history, we just need to get the buy-in from the schools. (With the push for more dual credit offerings statewide, we have a very good opportunity with increasing History so that it rivals the success of English and Speech). Because the courses we are looking at offering are IAI approved and meet the general education requirement for most transfer schools, this sell should be easier moving forward.

Finally, we need to be doing a better job of tracking the number of sections of each course being offered. It is not beneficial to run three sections of 12 when we can run two sections of 18. It is not beneficial to run a section in the summer of 7 and another in the fall of 12. We need to do a better job of maximizing the class space, in this sense.

### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 2: Academic Disciplines

**Discipline Area:** *Music – Business, Performance, Therapy*

### Improvements or Rationale for Action

It is recommended that the Music transfer discipline continue with minor improvements.

The review of occupational data revealed increases in the demand for music positions, credit hour generation and dual enrollment classes since 2010. To meet this demand, the Music Industry Certificate Program was implemented in 2015. Next, the discipline will consult with the Art and Visual Communication discipline in order to investigate the creation of an AFA degree in Music.

The discipline continues to meet the demand for music instruction by staffing courses with two full time Faculty who often teach overload contracts and with a committed adjunct music Faculty pool. The need for a third full time music Faculty member will be investigated.

The program continues to be financially self-sustaining. Several improvements to course scheduling and the addition of the Music Industry Certificate will improve the cost to revenue ratio.

The discipline plans to improve the curriculum with the development of online Music courses. They will review music theory curriculum and align it other institutions. Piano skills curriculum will be reviewed and improved to meet the needs of music majors. The discipline will implement a sophomore year exit interview process in order to assess student-learning outcomes.

### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 2: Academic Disciplines

**Discipline Area:** *Philosophy*

### Improvements or Rationale for Action

It is recommended that the Philosophy transfer discipline continue with minor improvements.

The current course offerings for Philosophy serve as an option to meet the Humanities requirements for the AA and AS degrees. Philosophy 100 also serves as an option to meet the Math and Computer Science requirement for the AAS degree.

A transfer agreement with Western Illinois University was implemented in 2014. The discipline also works cooperatively with Augustana College and other four-year institutions in the area.

The discipline assesses student learning regularly at the course level. In 2015, data will be submitted that will contribute to the assessment of the AA/AS General Education Program.

The discipline continues to be financially self-sustaining. Online courses are now being offered, this has increased enrollment in the discipline.

Staffing East Campus Philosophy courses with qualified adjunct Faculty is the key area that requires immediate improvement.

### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 2: Academic Disciplines

**Discipline Area:**     *Theatre*

### Improvements or Rationale for Action

It is recommended that the Theatre transfer discipline continue in its limited capacity.

Introduction to Theater (Theater 111) supports the AA/AS and AAS Humanities requirement. Students are enrolling in Theater 210 – Beginning Action and Theater 211 Acting Styles courses as electives. The College has suspended Theatre productions since 2013.

While Theater classes are being offered and are published in course schedules, the discipline will not cluster the courses in the Catalog. If the college decides to fund Theater Play Productions, an additional adjunct Faculty member will need to be hired. At that time, outcomes and objectives will need to be identified.

### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 3: CROSS DISCIPLINE PROGRAMS



# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301

## SECTION 3: Cross Discipline Programs

**Discipline Area:**      *Professional and Continuing Education*

### **Improvements or Rationale for Action**

The PaCE Department has the ability to offer classes to the community that are needed and suggested. Instructional learning is divided by category (Health and Wellness, Professional Development/Continuing Education, Online Learning, Technology, Community Education, Contractual, Certifications/CE's, and Youth). The outcomes used are enrollment, net revenue, and participant evaluation. For the evaluation, the student uses the ratings of excellent, very good, good, fair, and unsatisfactory.

Student Learning Outcomes – Students in certain classes take certification exams. We have access to the scores for the following exams: Food Service Sanitation Manager (FSSCM), Food Handler, Certified Manager (CM), and Personal Trainer (NFPT-CPT)

The PaCE Department is very economy driven. When the economy is not doing well, the career classes see an increase. When the economy is doing well, the community education classes do well. Income is received from fees, tuition fees, and state apportionment. Recent improvements have included increasing public advertising for health related courses, and moving technology related courses to the Adult Learning Center

In the past five years, PaCE continued to add new classes/programs such as Medical Scribe, the youth camps (Fashion, Language, Math/Science, and Art), Blogging for Beginners, and iPad. The department also made changes in regards to the new State of Illinois requirements for FSSMC. These adjustments have kept these classes full.

### **Principle Assessment Methods Used in Quality Assurance for this Discipline**

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 3. Cross Discipline Programs

**Discipline Area:**     *Agriculture Transfer*

### Improvements or Rationale for Action

The current demand for graduates with a degree in the Agriculture Transfer degree program continues to outpace the number of graduates enrolled in the program. According to Economic Modeling Specialist International data, Henry, Mercer, Rock Island, and Stark counties in Illinois posted a job demand of 235 jobs with a median income of \$19.04 per hour. On a statewide level, the report identifies 4,203 job openings within the state of Illinois.

Because of this review, the following improvements will be pursued:

1. Update ICCB Generic Master Syllabi to reflect course articulation and method of delivery and submit revised Syllabi for approval at the September 2015 Curriculum Committee meeting.
2. Consider appropriate pathways for Ag transfer courses to be offered for dual enrollment.
3. Strengthen student understanding and commitment to degree completion prior to transfer.
4. Develop formal articulation agreements with popular out-of-state transfer institutions.

### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301

## SECTION 3: Cross Discipline Programs

### Discipline Area: *Associates in Fine Arts*

(The same review process and summary as the Art Discipline Review)

#### Improvements or Rationale for Action

It is recommended that the Art AAF discipline continue with minor improvements. The current course offerings for Art AA and AFA continue to meet the needs of students who transfer. Past reviews indicated the need for an additional full time Faculty member to improve course offerings in Digital Art. The College addressed this issue in 2014 with the hire of a full time Faculty member who specializes in Digital Art.

The Associate in Fine Arts degree option has been added since the last program review. It is an improvement in the preparation of Art students who transfer on to earn a BFA or MFA.

The discipline continues its practice of assessing student learning in studio courses through a portfolio review process. Several courses (ART 100, ART 281, ART 282, ART 286) are aligned with the General Education outcomes of:

- Apply and synthesize a vocabulary pertinent to the humanities and fine arts.
- Demonstrate thoughtful awareness of the interconnectedness of one's life to past, present, and future human events from a global perspective.
- Examine intellectual, cultural, and aesthetic perspectives in the humanities and fine arts.

Additionally the discipline studied two course sequences to determine the preparation of its ART students. The majority of student moving from ART 121 to ART 122 are successfully completing that sequence of instruction while most student moving from ART 121 to ART 201 do so successfully.

As a result of this review the discipline will make the following improvements:

- Update course syllabi on a more routine basis.
- Digital Art course offerings and enrollment trends will be reviewed and improvements to scheduling will be made.
- A Digital Photography Certificate will be implemented in order to create an added option for career and transfer students.

#### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 3: Cross Discipline Programs

Discipline Area: *Horticulture Transfer*

### Improvements or Rationale for Action

The discipline/program only requires one horticulture specific course that can also satisfy a general education course requirement. As such, the program requires no additional resources to continue offering it as an option. Some employers specifically seek the horticulture designation separate from agriculture programs so it remains a valuable specialization for students seeking employment in the horticultural industry.

The program attracts a low number of students. Increased marketing efforts may assist with this, but four-year programs remain small or are being closed.

### Principle Assessment Methods Used in Quality Assurance for this Discipline

*Please check all that apply.*

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

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College

5-Digit College # 50301

## SECTION 4: STUDENT & ACADEMIC SUPPORT SERVICES



# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301

## SECTION 4: Student and Academic Support Services

**Discipline Area:**      *Advising*

### **Major Findings and Improvements/Modifications**

Black Hawk College's Academic Advising Center staff consists of five full-time and five part-time academic advisors, along with a full-time office assistant and four student workers at the Quad Cities location. There are three full-time staff members at the East Campus location but each position is a 50/50 split with those staff members also having other duties assigned to them ranging from student activities, dual enrollment, and disability services.

Academic advising is not centralized under one office but rather spread out around the different college locations depending on the type of student being advised and the budget under which each office operates. A federal Trio grant allows 220 transfer students an opportunity to have assigned advisors with three full-time advisors serving these students utilizing the intrusive advising model with the goal of moving towards a developmental model of advising. A second federal Perkins grant employs an academic advisor for non-transfer certificate or terminal AAS degree students. It should be noted that all full-time advisors also have other duties assigned to them so there are no individuals who are 100% academic advisers only.

### **Key Improvements:**

- Any staff member providing academic advising to go through the Academic Advising training module which requires supervised advising appointments to ensure all are providing a consistent message and advising approach that benefits the students.
- Shifted approach on how to advise transfer students from the model that graduated a student with an AA or AS degree at Black Hawk College to one that connects the student to their transfer institution to meet the transfer institutions degree requirements.
- Mandatory advising for any student who has taken fewer than 30 credit hours will go into effect during FY 2016. This will help the advisors work with students who traditionally self-advise and end up taking wrong classes. Mandatory advising sessions will also emphasize the need for students to choose a major and adjust the classes they are going to take as they change their major.
- Data analyzed from the Noel Levitz Student Satisfaction Inventory suggests students are not satisfied with the knowledge advisors have regarding degree requirements. To address this, the College will work on assigning advisors to students based on their major or certificate degree program. This will allow advisors to focus on a determined number of programs rather than having to advise on 144 programs.
- To impact student completion rates the College will be completing degree audits on all students once they complete 45 hours to ensure they are still on track, even after the mandatory advising period is no longer required.
- Until recently, the function of academic advising at both the East Campus and the Quad Cities Campus reported to different supervisors. To facilitate a more unified approach to student services, and specifically advising, the Assistant Dean of East Campus will now report to the Dean of Student Services.

**Statewide Program Issues:** None

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301

## SECTION 4: Student and Academic Support Services

Service Area:      *Counseling*

### Major Findings and Improvements/Modifications

Black Hawk College's Counseling Office staff of two full-time employees serves the Quad Cities campus, the East Campus in Galva, as well as all college outreach centers. These masters' level licensed counselors assist students and staff with personal, career, or educational counseling. They are trained to provide short-time assistance in cases of crisis or emergencies, connecting students with their actual counselors and directing them to community agencies that provide long-term care on sliding pay scales.

The counselors are versatile and serve on many campus committees that serve to provide a safe campus for students who may be experiencing issues that are hampering their ability to succeed. The counselors belong to many professional organizations and attend addition training throughout the year.

One major focus this year has been Title IX and the Clery Act as it relates to victim's rights. A major marketing campaign is going to begin in the fall to educate the student population on the different services the counseling office provides rather than the perception that a student must have serious mental or psychological issues if they are going to visit the counseling office. The counseling office has been an equal partner with the College's Tobacco-Free Campus initiative attending smoking cessation training and helping create the initiatives website.

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301

## SECTION 4: Student and Academic Support Services

**Service Area:**      *Disability Services*

### Major Findings and Improvements/Modifications

Black Hawk College's staff of one full-time and two part-time employees, along with student workers maintain the Disability Support Office (DSO) to serve the Quad Cities campus, the East Campus in Galva, as well as all college outreach centers. The staff works with current and potential students to ensure the needs of this population are being served within the guidelines provided by the Americans with Disability Act (ADA).

For students, these services range from reasonable classroom accommodations to advocating on student's behalf with Faculty. Besides the student population, the office is also working to ensure the needs of College staff and visitors with disabilities are met. The DSO is active on campus providing workshops aimed at students with disabilities to help empower them or to have them advocate on their own behalf, to educate Faculty on the rights of students with disabilities, and for the staff or general public to educate them on how to work with or serve students with disabilities. A newsletter with general information about disabilities and accommodations was created to educate Faculty and staff.

A recent improvement was the recently added Read, Write & Gold (a Universal Design tool) which reads electronic text such as from e-books, websites, and documents created in word-processing programs. This service helps writers with predictive spelling, word choice, dictionary, and thesaurus features, and includes voice dictation that also reads aloud what students write and helps them identify errors. A concern of the office is that the administrative assistants are both part-time employees. Because of this, there continues to be a high turnover rate in this position due to lack of benefits. Another concern is the high cost for students needing testing for learning disabilities. This testing is to provide documentation to the College if the student has been out of high school for five years or did not have an Individual Education Plan (IEP) in place in high school.

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301

## SECTION 4: Student and Academic Support Services

College Name: *Black Hawk College*      5-digit College Number: *50301*      Date: *FY2015*

Service Area: *Library*

### Major Findings and Improvements/Modifications

#### Quad Cities Campus Library

The mission of the Black Hawk College Library is to provide quality services and collections for our students, Faculty, and college community that support academic success, advance information literacy, and promote life-long learning.

The Black Hawk College Library will:

- Offer an accessible and organized collection of resources in a variety of formats that supports the instructional programs offered by the College.
- Provide a variety of services that are user-centered and promote an appreciation of diversity.
- Educate and inform students, Faculty, and the college community regarding access to information to foster information literacy and promote life-long learning.
- Provide a dedicated, professional, service-oriented staff.
- Collaborate with Faculty and others to develop innovative services and programs.
- Cooperate with other libraries and consortia in sharing resources to provide optimal access to resources.
- Provide a facility that is accessible, comfortable, and learning-centered.

#### East Campus Library

The purpose of the Black Hawk College East Campus Library is to support the mission and goals of the College; to enhance the academic experience of its students; and to serve as a resource for the employees and the community. The Quad Cities Library has recently been renovated and has hired a new, Director of Library Services and Reference and Instruction Librarian. The East Campus Library is in the hiring process in order to staff the Library.

The program review details improvements that will be pursued in the next year.

#### Key improvements include the following:

- 1- Library will explore consortium and collaboration opportunities that would allow the Quad Cities and East Campus Libraries to participate as one library with two locations.
- 2- The Library will pursue an application to CARLI for an I-share membership. This will increase the access BHC students have to Academic Library resources

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301

## SECTION 5: PROGRAM REVIEW SCHEDULE

Year -- 2016	Year -- 2017	Year -- 2018	Year -- 2019	Year -- 2020
<b><u>Occupational (PCS-12 &amp; 16)</u></b> <ul style="list-style-type: none"><li>• Agriculture Mechanics Technology<ul style="list-style-type: none"><li>◦ Agriculture Mechanics</li><li>◦ Agriculture Mechanics Service-Adv.</li></ul></li><li>• Materials Science Technology<ul style="list-style-type: none"><li>◦ Polymers &amp; Plastics Technology</li><li>◦ Metallurgical Technology</li><li>◦ Ceramics &amp; Glass Technology</li></ul></li><li>• Engineering Technology<ul style="list-style-type: none"><li>◦ CNC Manufacturing</li><li>◦ Intro to CNC Manufacturing</li><li>◦ CNC Programming Certificate</li><li>◦ Engineering Technology Fundamentals</li><li>◦ Manufacturing Processes Cert.</li></ul></li><li>• Child Development/Teacher Aide</li><li>• Carpenter Apprenticeship<ul style="list-style-type: none"><li>◦ Apprentice Carpenter</li><li>◦ Intro to Building Trades</li></ul></li><li>• Apprentice Machine Repair</li><li>• Automotive Repair Technology<ul style="list-style-type: none"><li>◦ Automotive Repair</li><li>◦ Air Conditioning Specialist</li><li>◦ Brake Specialist</li><li>◦ Wheel Alignment/Suspension</li><li>◦ Automotive Power Service</li><li>◦ Recreational/Vehicle Repair</li></ul></li><li>• Medical Assisting</li><li>• Physical Therapy Assistant</li><li>• Small Business Management</li><li>• International Trade</li><li>• Diesel Service</li><li>• Truck Driving</li></ul>	<b><u>Occupational (PCS-12 &amp; 16)</u></b> <ul style="list-style-type: none"><li>• PC Application Programmer Certificate<ul style="list-style-type: none"><li>◦ Business Software Certificate</li></ul></li><li>• Web Developer Certificate</li><li>• Networking Technician<ul style="list-style-type: none"><li>◦ Network Administrator Certificate</li></ul></li><li>• Electro-Mechanical Certificate</li><li>• Legal Office Professional<ul style="list-style-type: none"><li>◦ Legal Office Support Certificate</li></ul></li><li>• Law Enforcement Technology<ul style="list-style-type: none"><li>◦ Law Enforcement</li></ul></li><li>• Private Security</li><li>• Apprentice Electrician</li><li>• Desktop Support Technician</li><li>• Health Management Information</li><li>• Medical Transcription</li><li>• Medical Coding Specialist</li><li>• Medical Billing Specialist</li><li>• Medical Office Receptionist</li><li>• Massage Therapy &amp; Bodywork</li></ul> <b><u>Transfer – Written &amp; Oral Communication (PCS-11)</u></b> <ul style="list-style-type: none"><li>• English</li><li>• French</li><li>• German</li><li>• Italian</li><li>• Japanese</li><li>• Journalism</li><li>• Latin</li><li>• Spanish</li><li>• Speech</li></ul>	<b><u>Occupational (PCS-12 &amp; 16)</u></b> <ul style="list-style-type: none"><li>• IT Support Technician Certificate<ul style="list-style-type: none"><li>◦ Network+ Prep Certificate</li><li>◦ A+ Prep Certificate</li></ul></li><li>• AutoCAD Certificate<ul style="list-style-type: none"><li>◦ ProE Certificate</li></ul></li><li>• Fire Service Officer</li><li>• Computer Information Technology</li><li>• Associate in Science EMS-Paramedic<ul style="list-style-type: none"><li>◦ EMT: Paramedic Certificate</li></ul></li><li>• Radiologic Technology</li><li>• Executive Assistant<ul style="list-style-type: none"><li>◦ Administrative Virtual Assistant Certificate</li><li>◦ Administrative Office Support Certificate</li><li>◦ Information Processor</li></ul></li><li>• Business Information Technology<ul style="list-style-type: none"><li>◦ Business Information Technology Certificate</li><li>◦ Information Technology Specialist</li></ul></li><li>• Inventory Specialist</li><li>• Logistics and Warehousing<ul style="list-style-type: none"><li>◦ Logistics and Warehousing</li></ul></li></ul> <b><u>Transfer – Mathematics (PCS-11)</u></b> <ul style="list-style-type: none"><li>• Accounting</li><li>• Computer Science</li><li>• Mathematics</li></ul>	<b><u>Occupational (PCS-12 &amp; 16)</u></b> <ul style="list-style-type: none"><li>• Apprentice Machinist</li><li>• Apprentice Patternmaker</li><li>• Apprentice Sheet Metal</li><li>• Apprentice Tool &amp; Die Maker</li><li>• Welding<ul style="list-style-type: none"><li>◦ Gas Metal Arc Welding</li><li>◦ Shield Metal Arc Welding</li></ul></li><li>• Visual Communication<ul style="list-style-type: none"><li>◦ Art Technology</li></ul></li><li>• Accounting<ul style="list-style-type: none"><li>◦ Accounting Clerk</li></ul></li><li>• Financial Services Management<ul style="list-style-type: none"><li>◦ Banking and Finance</li></ul></li></ul> <b><u>Transfer – Physical &amp; Life Sciences (PCS-11)</u></b> <ul style="list-style-type: none"><li>• Agriculture</li><li>• Astronomy</li><li>• Biology</li><li>• Chemistry</li><li>• Geography</li><li>• General Engineering</li><li>• Geology</li><li>• Health</li><li>• Horticulture</li><li>• Physical Education</li><li>• Natural Science</li><li>• Physics</li><li>• Physical Science</li></ul>	<b><u>Occupational (PCS-12 &amp; 16)</u></b> <ul style="list-style-type: none"><li>• Agri-Business Management<ul style="list-style-type: none"><li>◦ Agribus Management – Horticulture Option</li><li>◦ Agribus Mgt Crop Protect Tech Option</li></ul></li><li>• Agriculture Production Technology<ul style="list-style-type: none"><li>◦ Animal Science</li><li>◦ Beef Production</li><li>◦ Swine Production</li></ul></li><li>• Equestrian Science<ul style="list-style-type: none"><li>◦ Horse Science Technology</li><li>◦ Horse Science Technology Certificate</li></ul></li><li>• Horticultural Science<ul style="list-style-type: none"><li>◦ Horticultural Science Certificate</li></ul></li><li>• Sustainable Energy Certificate</li><li>• Music Industry Certificate</li><li>• Associate Degree Nursing</li><li>• Practical Nursing</li><li>• Basic Nurse Assist Training Program</li><li>• Business<ul style="list-style-type: none"><li>◦ Team Leader</li><li>◦ Lead Employee</li></ul></li></ul> <b><u>Transfer – Humanities &amp; Fine Arts (PCS-11)</u></b> <ul style="list-style-type: none"><li>• Art</li><li>• Education</li><li>• History</li><li>• Humanities</li><li>• Music</li><li>• Philosophy</li><li>• Theatre</li><li>• Television</li></ul>
<b><u>Transfer – Social &amp; Behavioral Sciences (PCS-11)</u></b> <ul style="list-style-type: none"><li>• Anthropology</li><li>• Archaeology</li><li>• Child Development</li><li>• College Experience and Success</li><li>• Criminal Justice</li><li>• Economics</li><li>• International Studies</li><li>• Military Science</li><li>• Political Science</li><li>• Psychology</li><li>• Sociology</li><li>• Social and Behavioral Studies</li></ul>	<b><u>Cross-Disciplinary</u></b>	<b><u>Cross-Disciplinary</u></b>	<b><u>Cross-Disciplinary</u></b>	<b><u>Cross-Disciplinary</u></b>
<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• AA, AS, ALS Transfers</li></ul>	<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• General Education</li><li>• General Occupation &amp; Technical Studies</li></ul>	<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• Adult Basic Education (PCS-17)</li><li>• Adult Secondary Education (PCS-18)</li><li>• English as a Second Language (PCS-19)</li></ul>	<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• Developmental Education<ul style="list-style-type: none"><li>◦ English</li><li>◦ Mathematics</li><li>◦ Reading</li></ul></li></ul>	<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• Professional and Continuing Education</li><li>• Business Training Center</li><li>• Associate in Fine Arts, AFA</li></ul>
<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• Business Services, Athletics, Student Activities</li></ul>	<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• Enrollment Services</li><li>• Recruiting</li></ul>	<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• Student Success Center</li><li>• Career Planning and Placement</li></ul>	<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• Financial Aid</li></ul>	<b><u>Student &amp; Academic Support Services</u></b> <ul style="list-style-type: none"><li>• Disability Services</li><li>• Counseling</li><li>• Advising</li><li>• Library</li></ul>

# BLACK HAWK COLLEGE PROGRAM REVIEW

College Name: Black Hawk College      5-Digit College # 50301