



Accountability/ Program Review

FY2014

August 1, 2014

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INTRODUCTION

Program Review is a self-assessment process, serving as a catalyst, to advocate the needs in achieving educational excellence through evaluation and analysis.

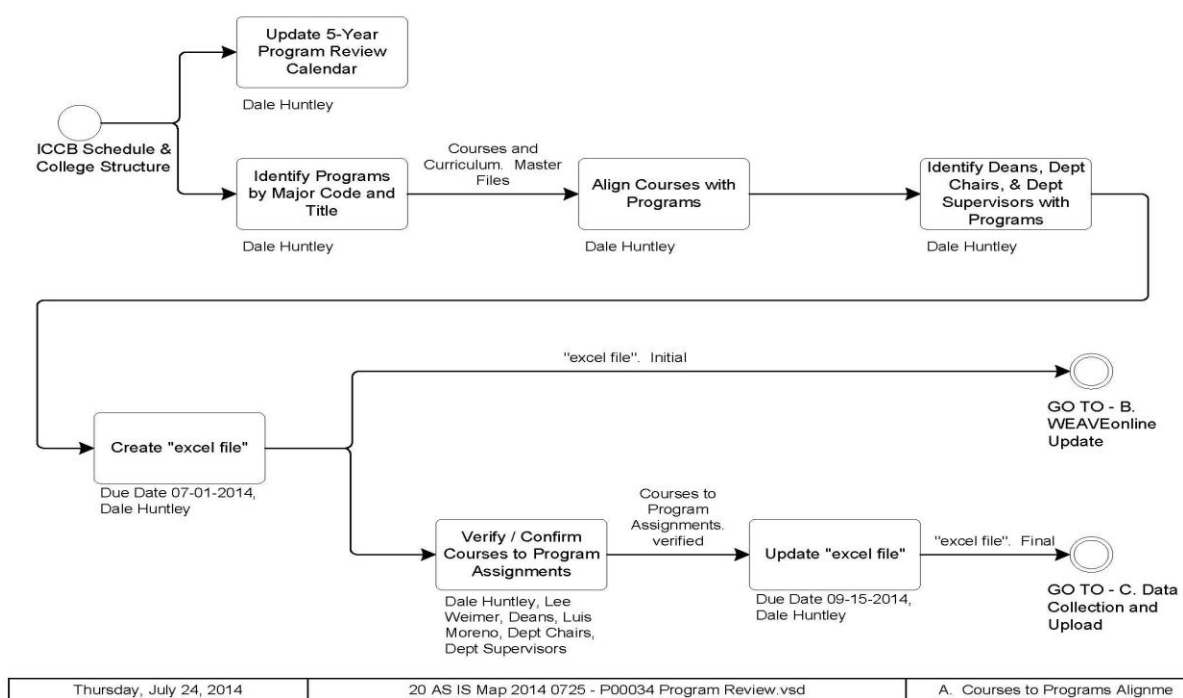
At Black Hawk College, the annual Program Review is not just something the instructional side of the college is required to complete; it's a tool used to assure the quality of the Colleges Programs; one that reflects student, employer, and community and transfer institution's needs while supporting student success.

Black Hawk College's annual Program Review process aligns with the College's Mission Statement, guides the decision-making and budgeting processes, and demonstrates our commitment to innovation and continuous improvement.

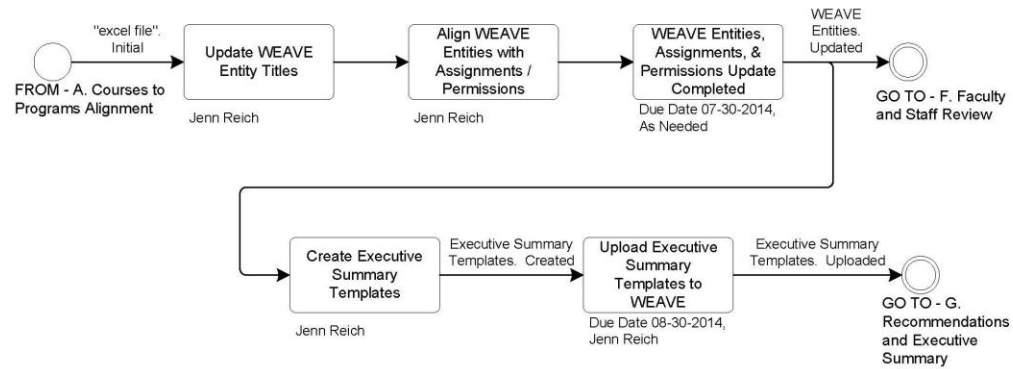
Following the ICCBs schedule of programs to be reviewed, the office of Planning and Institutional Effectiveness (PIE) notifies the appropriate Deans; who then identify teams responsible for reviewing said programs. Next, the teams comprised of Department Chairs and faculty, identify and review all data 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, archiving, assessment tool. 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.

The following flow charts outline the College Program Review Process.

A. Courses to Programs Alignment

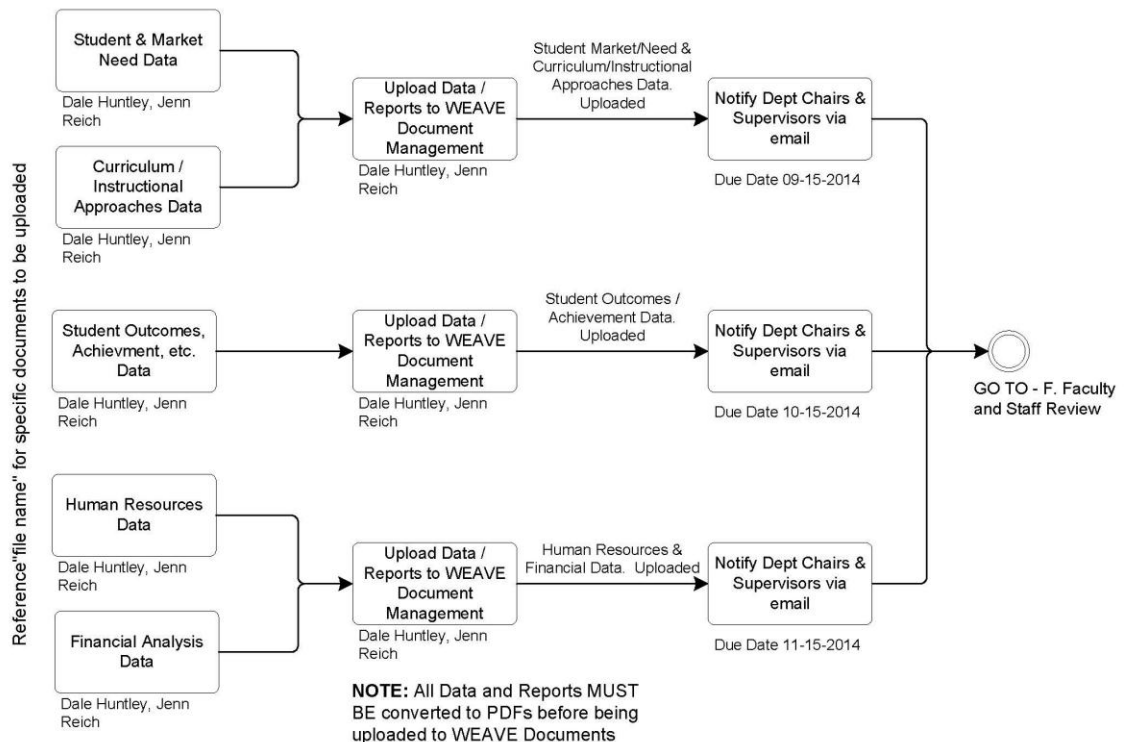


B. WEAVEonline Update



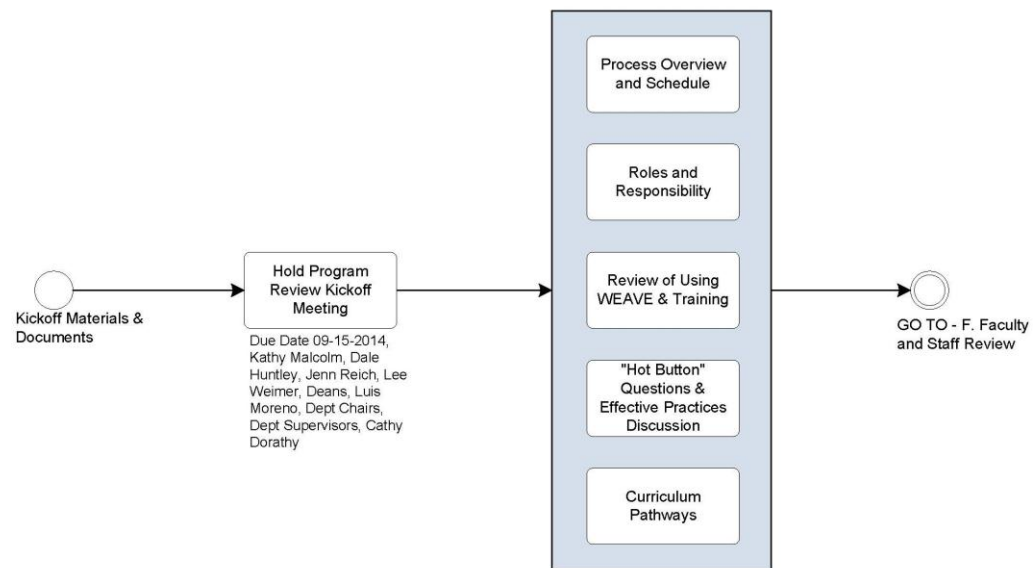
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C. Data Collection and Upload



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D. Program Review Kickoff

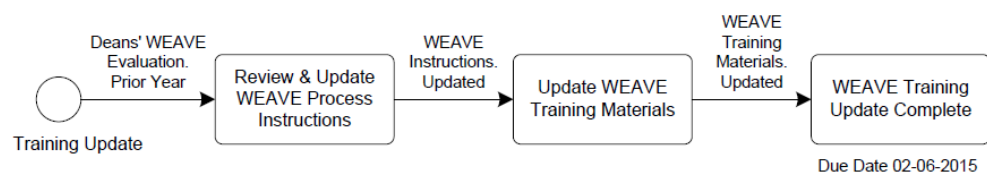


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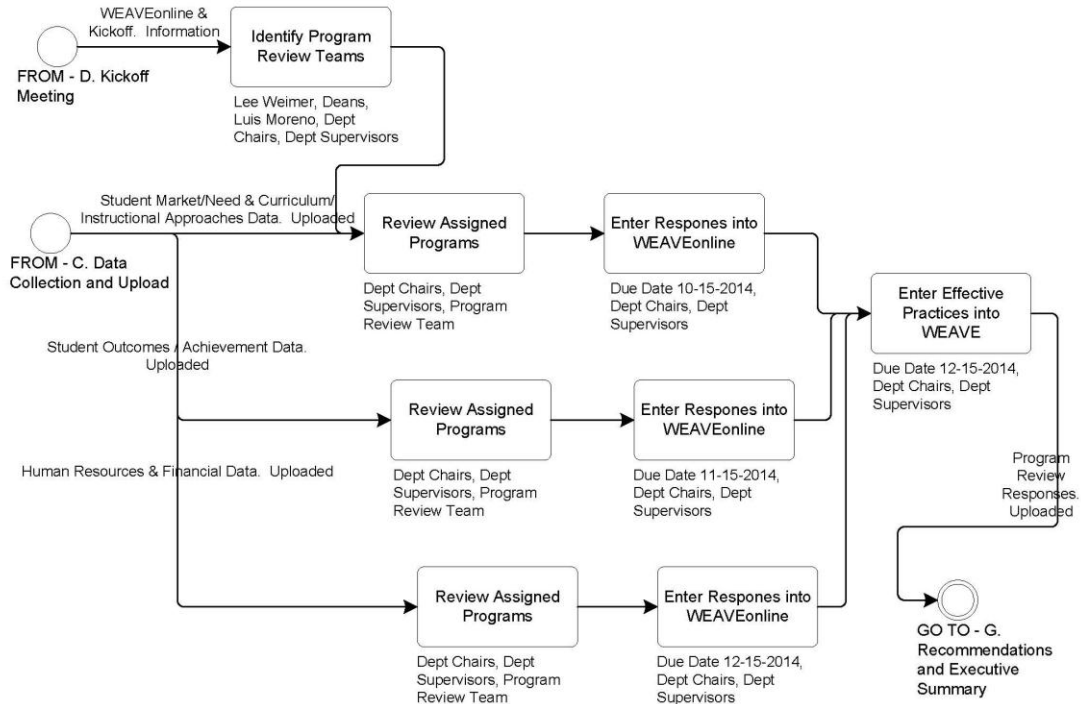
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D. Program Review Kickoff

E. WEAVEonline Training



F. Faculty and Staff Review

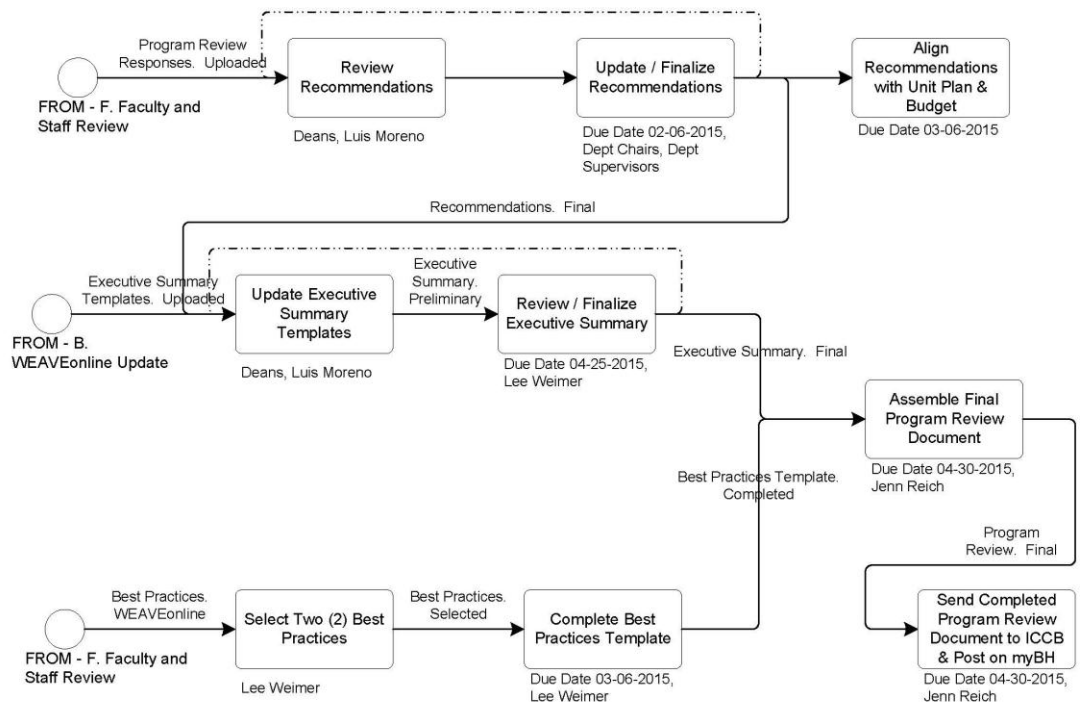


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F. Faculty and Staff Review

G. Recommendations and Executive Summary

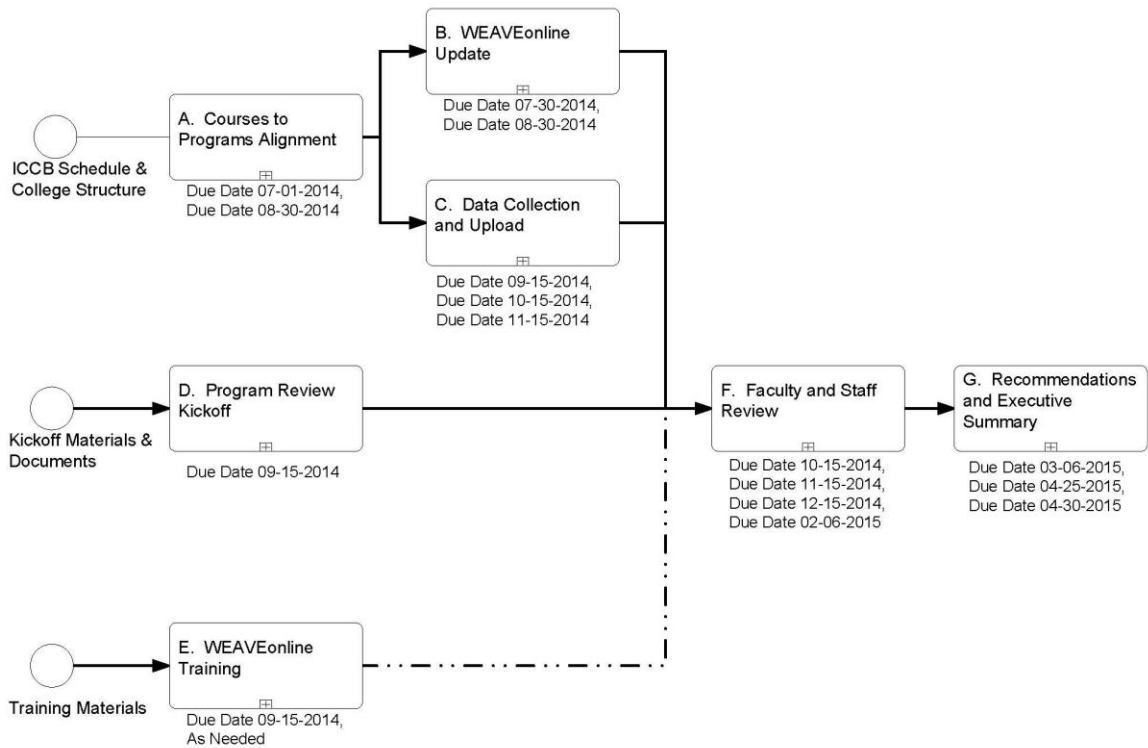


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G. Recommendations and Executive Summary

Program Review Process Flow Overview



ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*

Career Cluster: Architecture and Construction

Career Pathway: Construction

CIP Code	Program Title	Degree Type	Action
460502	<i>Apprenticeship Pipe Trades</i>	<i>20</i>	<i>Schedule for further review</i>
460502	<i>Apprenticeship Pipe Trades</i>	<i>03</i>	<i>Schedule for further review</i>

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

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

Improvements or Rationale for Action

The Apprenticeship Pipe Trades (APT) Program is designed for those who have been accepted into the Pipe Trades Training Program, Local 25 Program School. This is a five-year program that includes 8500 hours of Pipe Trades apprenticeship training. Students seeking admission must meet the admissions requirements of the Bureau of Program Training, U.S. Department of Labor, the Joint Apprenticeship Committee of Eastern Iowa, Western Illinois LU 25 JAC, and Black Hawk College. For further information concerning program training, contact the Apprenticeship Training Coordinator, Matt Lienan or the Advising Center at Black Hawk College.

The Apprenticeship Pipe Trades AAS program will train apprentice plumbers, pipefitters, steamfitters, pipe layers, and heating and cooling technicians. The program stresses successful coordination with technicians of other trades through blueprint reading, applied mathematics, and interpersonal relationship skills.

This is a joint effort between Black Hawk College and the Pipe Trades Training Program Local 25 in efforts to offer an Associate of Applied Science (AAS) and certificate degree programs in Apprenticeship Pipe Trades.

This program has had very inconsistent credit hour generation going back to FY2008: 134, 24, 82, 44, 83, 49. However, students who listed these as their majors have been between 8 and 10 since FY 2010.

The College intends to review and update the agreement/contract with the Pipe Trades Training Program to ensure it remains compliant with the HLC and Department of Education recently enacted regulations regarding contractual agreements and that it fulfills the needs of our construction industry.

Principle Assessment Methods Used in Quality Assurance for this Program*Please check all that apply.*

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

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College* 5-digit College Number: *50301* Date: *FY2014*
 Career Cluster: Business, Management, and Administration
 Career Pathway: Business Financial Management and Accounting

CIP Code:	Program Title	Degree Type	Action:
520302	<i>Accounting Specialist</i>	<i>03</i>	Continue with Minor Improvements
520302	<i>Accounting Clerk</i>	<i>20</i>	Continue with Minor Improvements

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

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

Improvements or Rationale for Action

Projected employment trends are expected to grow nationally by 9.1% from 2014 to 2022. In Illinois, projections are for a 8.1% growth in this field over the same time period. Regional employment projections are expected to grow by 7.2%. The median salary of \$14.96 per hour should continue to attract students to the accounting field.

The Accounting Specialist program caters primarily to non-traditional Caucasian females who are part time students. The typical student is preparing for a career in accounting while working a full time job elsewhere. Classes are scheduled both during daytime hours and evening hours, with some classes taught online. The program boasts an 85% retention rate. Enrollment trends have shown a significant increase since the last program review, a trend not currently being experienced college wide.

Annual advisory board input indicates that the program is meeting employer needs in its present form. It is recommended that the program faculty increase efforts to market this program by attending career fairs at area high schools and at the college. It is also recommended that the faculty work with the college marketing department to develop a strategy to reach out to male and minority students.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

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

Measures of student learning and development collected in the Accounting Discipline include web-based assignment and assessment platform results, exam scores, and an analysis project. A trial study of the web-based assignment and assessment platform was conducted in one section of Accounting 101 on a voluntary basis in 2010. Students in the trial

study showed significant improvement in exam scores and semester grades from using the platform. The platform is now mandatory in all accounting courses. Another benefit of the platform is that it provides quantifiable information indicating the degree to which students understand the primary course learning objectives. Recent results indicate that students demonstrate an understanding of most learning objectives at a rate of 70% or above. Learning objectives that do not meet the 70% achievement result are reviewed and revised as appropriate.

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*

Career Cluster: Manufacturing

Career Pathway: Production

CIP Code:	Program Title	Degree Type	Action:
480501	<i>Apprentice Machinist</i>	<i>20</i>	<i>Continue with Minor Improvements</i>

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

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

Improvements or Rationale for Action

There are two things that have impacted the enrollment in this program over the past few years. First, when the recession first hit, this program was in great demand as witnessed by enrollment increase starting in FY2009. Now that the recession has turned around, the demand has lessened, but the program still has great potential. Second, the college has been looking for a full-time instructor to fill the spot that was vacated a couple of years ago. With a full-time instructor, there will be an individual who can market the program to local businesses and recruit students. It is vital to the program to fill this position and we are in the process of doing so.

Principle Assessment Methods Used in Quality Assurance for this Program*Please check all that apply.*

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

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*

Career Cluster: Manufacturing

Career Pathway: Production

CIP Code:	Program Title	Degree Type	Action:
480505	<i>Apprentice Patternmaker</i>	20	<i>Schedule for Further Review</i>

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

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

Improvements or Rationale for Action

This program has had zero credit hour generation for at least the past seven years. The College intends to review and update the agreement/contract with the Apprentice Patternmaker Program to ensure it remains compliant with the recently enacted regulations by the HLC and Department of Education regarding contractual agreements.

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: Program Review Assessment

Statewide Program Issues (if applicable): None

CCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*

Career Cluster: Manufacturing

Career Pathway: Production

CIP Code	Program Title:	Degree Type:	Action
480506	<i>Apprentice Sheet Metal</i>	20	<i>Schedule for Further Review</i>

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

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

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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: Program Review Assessment

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*

Career Cluster: Manufacturing

Career Pathway: Production

CIP Code	Program Title:	Degree Type:	Action
480507	<i>Apprentice Tool & Die Maker</i>	20	<i>Schedule for Further Review</i>

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

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

Improvements or Rationale for Action

This program has had zero credit hour generation for at least the past seven years. The College intends to review and update the agreement/contract with the Apprentice Patternmaker Program to ensure it remains compliant with the recently enacted regulations by the HLC and Department of Education regarding contractual agreements.

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: Program Review Assessment

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*Career Cluster: *Finance*Career Pathway: *Banking and Related Services*

CIP Code:	Program Title:	Degree Type:	Action
520803	<i>Financial Services Management</i>	03	<i>Scheduled for Further Review</i>
520803	<i>Banking and Finance</i>	20	<i>Scheduled for Further Review</i>

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

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- ☐ **Other, please specify:**

Improvements or Rationale for Action

The Financial Services Management program has been scheduled for further review. The number of credit hours generated in FY 2007 was 210. It has been on a downward trend since then. FY 2013 credit hours generated was only 84. Annual estimated job openings for the district are 43. The job growth forecast for the district for 2014-2022 is 4.6%. State: 9.4%. Nation: 5.8%. The median earning district-wide is \$12.68 per hour. The total number of students with the major has averaged 13 for the past five years. The total number of certificates awarded the past five years is six. Despite the low enrollment numbers, retention and completion figures have hovered in the 90-100% range. This program contains only four courses specific to the discipline. The department has discussed imbedding these four courses into the Business curriculum to offer a Finance concentration, versus continuing to offer this certificate as a stand-alone program. The department has scheduled a meeting in early September to discuss a number of program consolidation initiatives that could potentially streamline their certificate and AAS offerings, while boosting enrollment and better preparing students for more diverse opportunities. This program will be among those discussed.

Principle Assessment Methods Used in Quality Assurance for this Program*Please check all that apply.*

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

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*Career Cluster: *Architecture and Construction*Career Pathway: *Construction*

CIP Code:	Program Title:	Degree Type:	Action
470201	<i>Heating, Ventilating, and Air Conditioning (SCC)</i>	03	<i>Discontinue/Eliminate</i>
470201	<i>Heating, Ventilating, and Air Conditioning (SCC)</i>	30	<i>Discontinue/Eliminate</i>

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

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

Improvements or Rationale for Action

This program is 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.

The College will continue to work with current students in the pipeline to finish out the terms of the agreement which expired on June 30, 2013. There are no future plans for Black Hawk College to continue on with this program.

Principle Assessment Methods Used in Quality Assurance for this Program*Please check all that apply.*

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

Statewide Program Issues (if applicable): *None*

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College* 5-digit College Number: *50301* Date: *FY2014*

Career Cluster: Arts, Audio Visual Technology and Communication

Career Pathway: Audio and Visual Technology and Film

CIP Code	Program Title:	Degree Type:	Action
500401	<i>Interior Design (SCC)</i>	03	<i>Discontinue/Eliminate</i>

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

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

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After analyzing the situation, Black Hawk College has determined the college will work with current students in the pipeline to finish out the terms of the agreement which expired on June 30, 2013. There are no future plans for Black Hawk College to continue on with this program.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

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

ART 101 Faculty who teach ART 101 (2D Design) submit students to a portfolio review at the end of the semester. A rubric containing criteria relevant to two-dimensional design is applied to each portfolio. Percentages and points are assigned to each criterion. Scores are analyzed across portfolios per criterion to determine whether there are design areas that are not being addressed properly. Faculty examines this data every year to determine whether to adjust assignments and studio

emphases to improve student outcomes in low-scoring criteria. ART 248 In Production and Prepress (ART 248), students work in teams of 3-5 to create layouts for an art magazine. Each team and individual within a team is scored with a rubric. Student and group scores are compared during and at the end of the semester. Every two years the faculty determines if some areas of layout design are in need extra instruction, according to the rubric criteria.

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College* 5-digit College Number: *50301* Date: *FY2013*
 Career Cluster: Arts, Audio Visual Technology and Communication
 Career Pathway: Audio and Visual Technology and Film

CIP Code	Program Title:	Degree Type:	Action
500401	<i>Visual Communication</i>	03	Continue with Minor Improvements
500401	<i>Art Technology Certificate</i>	20	Continue with Minor Improvements

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

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

Improvements or Rationale for Action

The data from the Credit Hour Generation report and Career and Technical Education major data demonstrate that the demand in this program has risen dramatically in recent years and continues to grow steadily. This data is in sync with the Black Hawk College Economic Modeling Specialists (EMSI) Occupation report. This report reflects steady growth in the area of Graphic Designers and Commercial and Industrial Designers for our region. The Occupation Report also shows that despite a small decline in demand in the state of Illinois for AAS related degree graduates, demand in our district continues to rise steadily, in line with and exceeding national demand.

Visual Communications has added a new faculty member for the coming year to broaden course offerings and provide more options for students. The new faculty member brings a variety of skills deemed needed by our Visual Communications Advisory Board. This board has been a vital link to professional opportunities for students completing the certificate program in our region. This addition should bring increased enrollment and greater opportunity for Black Hawk students.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

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

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*

Career Cluster: Manufacturing

Career Pathway: Production

CIP Code	Program Title:	Degree Type:	Action
480508	<i>Welding</i>	30	Continue with Minor Improvements

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

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

Improvements or Rationale for Action

Black Hawk College offers both credit and non-credit welding. This Program Review addresses the credit welding program offered at both the Quad Cities and the East Campuses and outlines the process used for review and continuous improvement. Welding is an independently recognized career and technical education program of study at Black Hawk College with three certificate options for students: Shielded Metal Arc Welding certificate, Gas Metal Arc Welding certificate, and Welding certificate. Selected courses in the curriculum are also articulated with transfer institutions for use as elective credit in selected majors.

Job analysis in the area shows an increase in demand for welders from 2014 - 2022. Enrollment in the welding certificate courses has increased 60% in 5 years. Most students enroll for career preparation on a part-time basis.

For the upcoming 2014-2015 academic year, the welding program was reduced from three terms (fall-spring-summer) down to two terms (fall-spring) to speed completion time for students.

The College is constructing a new Welding and Skilled Trades Center co-located with its existing Community Education Center in Kewanee, Illinois, and installing new equipment to sustain program viability. Along with the new facility, the College continues to consider marketing opportunities to support program enrollment. The Quad Cities Campus Facilities Master Plan also includes consideration for a new Welding Lab facility to be constructed with a new Workforce Development Center. Credit welding enrollment at the Quad Cities Campus is limited by the size of the current leased space. Alternative scheduling is being considered to try and share space with the College's non-credit welding facilities in the Quad Cities as well.

Significant Improvements during the Program Review included:

- Several dual opportunities exist and are taught both in the local high school facilities and at the East Campus.
- During the Program Review period, the College invested in new facilities for the non-credit welding program in the Quad Cities area and a new Welding and Skilled Trades Center for credit welding in the East Campus area of the district financed through a bond issuance and includes the addition of new equipment as well as upgrading existing equipment. The College has also used funds from the Carl D. Perkins grant to fund equipment needs in the welding program.
- During a review of the welding curriculum, new, stacked certificate completion options (SMAW and GMAW) were added to improve student completion, two new courses (Professional Seminar and Weld Testing and Preparation) were added, and all courses were updated and reviewed to enhance the welding certificate. The curriculum was also reorganized into

two semesters rather than three to speed time to completion.

- A project lab space was included in the new Welding and Skilled Trades Center facility for students to practice applying skills.
- The new Welding and Skilled Trades Center facility is designed to meet American Welding Society (AWS) standards.
- The full-time welding faculty member earned his Certified Welding Instructor and Certified Welding Educator credentials through the American Welding Society.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- X 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: Faculty Program Review Assessment Team and Advisory Committee Review

Although anecdotal feedback from employers has been positive, program level assessment remains a weakness of the welding program but is an objective in the FY 2015 unit plan for the Agriculture Department. Additionally, the College's ability to track student employment post-completion is limited. Enrollments in the welding major over the five-year period Fiscal Years 2009-2013 showed a steady increase (53-62-66-65-85) jumping to 85 declared majors at its peak in FY 2013. The Career and Technical Wage Analysis for the FY 2008 cohort showed a high percentage of graduates employed ranging from 71.43% to 85.71% over the eight quarters reported. This percentage of graduates working ranked among the highest levels for all Illinois Community Colleges with data reported. The College continues to work closely with prospective employers to improve curriculum to meet employer needs and to build a network of work experience and job placement partners.

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: ACADEMIC DISCIPLINES

College Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*Discipline Area: *Life Science:*

- *Biological Science*
- *Pre-Dietetics/Nutrition*

Improvements or Rationale for Action

The Life Sciences courses have generated roughly 8,000 credit hours annually for the past three years (± 100). While these numbers are strong, the concern comes from the decreasing number of students declaring one of the Life Sciences as a major concentration area. FY 2009 showed a high of 88 down to a low in FY 2013 of 49. There would appear to be an opportunity to grow the pre-dietetics/nutrition program considering the push for healthier living. A strong marketing campaign could help this. We do want to be intentional on how we increase the number declaring these majors due to the solid revenue to expense ratio that has been maintained over the years while generating as many credit hours as they have.

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: Faculty Program Review Assessment Team

The department measures student learning through many different techniques. Faculty in the Life Sciences utilize pre-test/post-test analysis within their courses to assess the value added nature of the Life Science course. All of the assessments are showing that students are testing at a higher level after the course. It is scheduled that during the Fall and Spring assembly day meetings the faculty will discuss assessment data. Biology faculty also meet with the Black Hawk College Nursing Department to discuss student success. The Nursing Department provides feedback as to student success in their area and if the feeder courses, Anatomy and Physiology and Microbiology, are meeting the needs of the students that transfer into the Allied Health fields. In Fall 2012, the BIOL 145 Anatomy and Physiology I course had a change in prerequisite to test students before enrolling in the class and those not testing satisfactory would need to take an Introductory Chemistry and Introductory Biology course. After the prerequisite was instituted the retention rate increased from a 60-70% retention rate to a rate above 80%. One area of weakness is obtaining feedback regarding the success of our students once they transfer out of Black Hawk College. Another weakness would be finding data on how well Black Hawk College students do on standardized pre-professional entrance exams such as the PCAT and MCAT.

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: ACADEMIC DISCIPLINES**College Name:** *Black Hawk College***5-digit College Number:** *50301* **Date:** *FY2014***Discipline Area:** *Physical Science:*

- *Chemistry*
- *Earth Science*
- *Earth Science Geology*

Improvements or Rationale for Action

The number of students declaring any of these as majors is fairly low, but the credit hours generated have been over 5,500 the past three years. This clearly shows just how important the courses are. A large number of these courses satisfy the requirements for the AA/AS degree and would help explain the discrepancy. Therefore, there is clearly a need for the courses that make up these majors. The only concern is the revenue to expense ratio, which is lower than expected.

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
- X Analysis of Enrollment, Demographics, and Cost Data
- X Other, please specify: Faculty Program Review Assessment Team

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: ACADEMIC DISCIPLINES**College Name:** *Black Hawk College***5-digit College Number:** *50301* **Date:** *FY2014***Discipline Area:** *Pre-Chiropractic, Pre-Medicine and Pre-Pharmacy***Improvements or Rationale for Action**

The number of students declaring these majors has gone down considerably since FY2009, but the credit hours generated the last three years have been the highest since FY2007. So, there is clearly a need for these courses. One explanation for the discrepancy could be that a good number of students don't need to finish the AA/AS degree before transferring to the four-year institution (and choose not to). Another could be that the students are just taking the science courses here and then transferring without the other coursework. We will continue to market the programs and see what else we can do to increase the number declaring one of these as a major, but the credit hours generated is very positive.

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: Faculty Program Review Assessment Team

The department measures student learning through many different techniques. Faculty in the chemistry area utilize American Chemical Society standardized exams for pre-test and post-test analysis. Faculty compare their course level results to national data. Faculty have reported that their students fall in line with that of the national average for many of their courses. There are many students that are in the 90th percentile on nationwide standardized exams after taking Black Hawk College courses. Many other faculty will utilize pre-test/post-test analysis within their courses to assess the value added nature. All of the assessments are showing that students are testing at a higher level after the course. In Fall 2012 the BIOL 145, Anatomy and Physiology I course, had a change in prerequisite to test students before enrolling in the class and those not testing satisfactory would need to take an Introductory Chemistry and Introductory Biology course. After the prerequisite was instituted the retention rate increased from a 60-70% retention rate to a rate above 80%. One area of weakness is obtaining feedback regarding the success of our students once they transfer out of Black Hawk College. Another weakness would be finding data on how well Black Hawk College students do on standardized pre-professional entrance exams such as the PCAT and MCAT.

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: ACADEMIC DISCIPLINES

College Name: *Black Hawk College*

5-digit College Number: *50301* **Date:** *FY2014*

Discipline Area: *Health and Physical Education, Recreation, and Sports Management*

Improvements or Rationale for Action

There are three degree programs within the Health, Physical Education, Recreation, and Sports Management programs at Black Hawk College. Physical Education majors have degree requirements which include 14 credit hours from the HPE courses. Sports Management major requirements include 11 credit hours with courses both in Health and Physical Education, and students majoring in Recreation complete a total of 17 credit hours within HPE as part of their degree completion. Students falling into one of those majors typically plan to transfer to complete a Bachelor's degree. All HPE courses within these majors are offered either every semester or once per academic year to assist these students in being able to complete the Associates of Arts. The courses offered within HPE are transferrable for equivalent or elective credit to other colleges and universities, with Western Illinois and University of Illinois being two examples and common transfer destinations for BHC students. Based on the program review as conducted by Allied Health and HPE Department Chairs and the Health, Physical Education Program Coordinator, it is recommended that this program be retained with modifications.

1. It is recommended that the program course prefixes change from HPE to PE. This change is recommended for the convenience of the students and advisors, as well as consistency with other Illinois colleges and universities.
2. It is recommended that the program's syllabi be updated. Many of the syllabi were last updated in 2000. Additionally, there are several courses that have not been offered in quite some time and should be deleted.
3. The current HPR 135 should be modified to cover a number of conditioning activities including: Pilates, Yoga, and Kosama. By maintaining a more general syllabus, flexibility is maintained for our course offerings.
4. It is recommended that recreation courses be tracked for trends in attendance. Those courses have rarely had robust enrollments and perhaps should be eliminated from the offerings list, effectively ending our ability to offer the Sports Recreation track.
5. Develop new courses in coaching and officiating that would serve the community need for trained sports coaches and referees.
6. It is recommended that the college investigate possible dual credit offerings in this area, as well as additional community recreation activities to serve the surrounding college District.

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: Faculty Program Review Assessment Team and Advisory Committee Review

Courses offered in the Health and Physical Education Department are diverse with the type of instructional methodology utilized. Many courses are lab/activity based, while Health courses often combine traditional and hands-on classroom activities. Because of this, methods to measure student learning and development are in place. These are utilized for tracking student outcomes and to assist in planning for future course offerings. Specifically, the following summarizes methods of assessing student learning:

- Course retention rates: Over the last five years, student retention rates within

HPE courses have primarily been greater than 90% and in most cases, 100% for activity-based fitness and sport specific courses. Retention rates for the course HEAL 102: Living in a Changing World have been slightly lower, as have both completer and enrollee success rates. A probable contributing factor to this is that the course is offered in a Study Unlimited format. This is something the department will continue to track to development a plan for improvement. · Student Outcomes: The First Aid and CPR course, (HPE 200) which is offered in multiple sections each semester, follows the guidelines of the American Red Cross. Students must pass the examination from the ARC in order to receive certification in CPR and First Aid. The success rate for certification for students passing the course is 100%. Enrollee success and completer success rates are also used as a means of assessing student outcomes for all HPE course offerings. Pre & Post Testing for Fitness classes: Conditioning classes utilize pre and post course individualized fitness testing to track student development. In many courses, students are required to utilize the Fitness Center for a required number of hours while enrolled. Internship pass rates: Students completing the course HPE 270: Internship in Sports Management have had a high success rate in completing internship requirements. Over the past five academic years, 12 of 13 students have completed community internships in Sports Management receiving a grade of "A." · Course enrollment numbers: Over the past five years, course enrollment numbers have consistently been monitored each semester to determine course offerings. This has resulted in the development of more conditioning and less sport-specific fundamentals courses. Improvements which have been made within the Health and Physical Education Department due to student outcomes assessment include the following: Utilization of the American Red Cross course materials/standards as the method for obtaining First Aid and CPR certification Development of increased number of fitness/conditioning classes Changing course offering formats (online, 8 week etc.) to fit the needs of students

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: ACADEMIC DISCIPLINES**College Name:** *Black Hawk College***5-digit College Number:** *50301* **Date:** *FY2014***Discipline Area:** *Pre-Engineering***Improvements or Rationale for Action**

The credit hour generation the past few years has been consistent, but much lower than anticipated. The number of students declaring this major dipped dramatically a couple of years ago (five-year low of 49) but has rebounded nicely since (70). Because students don't necessarily finish the AS before transferring, the number of engineering majors is not a major concern. However, there appears to be a great deal of room for improvement in the number of credit hours generated. We will need to market the program better and see if we can keep the credit hours increasing. With the area colleges pushing their engineering programs, we do have the opportunity to grow our numbers.

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: Faculty Program Review Assessment Team

The department measures student learning through many different techniques. Pre-Engineering faculty are utilizing item analysis of test questions. The item analysis shows that students generally have a solid understanding of Engineering principles. Analysis has led to changes in the presentation over material of kinematics. It is too early to evaluate the effectiveness of the changes. It is scheduled that during the Fall and Spring assembly day meetings the faculty will discuss assessment data. One area of weakness is obtaining feedback regarding the success of our students once they transfer out of Black Hawk College.

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 3: CROSS-DISCIPLINARY CURRICULACollege Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*Cross-Disciplinary Program: *Accounting, AA***Improvements or Rationale for Action**

It is recommended that the Accounting AA transfer program be continued with minor improvements. The ICCB Review Panel reviewed and accepted Accounting 101, 102, 103, and 104 in 2012. While, Accounting 101, 102, 103, and 104 in themselves are not considered general education courses by the IAI, all four courses have been reviewed by the ICCB and have been given IAI codes. Accounting 101 and 103 transfer as IAI code BUS903. Accounting 102 and 104 transfer as IAI Code BUS904. These courses meet the needs of students who intend to transfer to a 4-year institution. Program faculty members have gone to great lengths to ensure that the courses offered within this program either meet or exceed IAI requirements for transferability. The department also pays careful attention to the teaching qualifications of all faculty members to ensure that ICCB standards are upheld. Standardized testing is used to assess student learning and course modifications are informed by these test results. Despite moderately promising job outlook data (10.7% growth from 2014-2022), course enrollments are declining. The diminishing enrollment number is primarily explained by a college wide decline of similar magnitude. It is recommended that the Accounting faculty consider dual credit offerings to increase enrollments in the discipline.

Principle Assessment Methods Used in Quality Assurance for this Discipline-area*Please check all that apply.*

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

Measures of student learning and development collected in the Accounting Discipline include web-based assignment and assessment platform results, exam scores, and an analysis project. A trial study of the web-based assignment and assessment platform was conducted in one section of Accounting 101 on a voluntary basis in 2010. Students in the trial study showed significant improvement in exam scores and semester grades from using the platform. The platform is now mandatory in all accounting courses. Another benefit of the platform is that it provides quantifiable information indicating the degree to which students understand the primary course learning objectives. Recent results indicate that students demonstrate an understanding of most learning objectives at a rate of 70% or above. Learning objectives that do not meet the 70% achievement result are reviewed and revised as appropriate.

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 3: CROSS-DISCIPLINARY CURRICULACollege Name: *Black Hawk College*5-digit College Number: *50301* Date: *FY2014*Cross-Disciplinary Program: *Development Education:*

- *English*
- *Mathematics*
- *Reading*

Improvements or Rationale for Action

The Mathematics Department continues to try new ideas to help improve the success rate of students in developmental mathematics courses. The Department continues to use programs such as ALEKS, which allows students to use a self-paced approach to learning only the material necessary for each individual student (pre-test evaluation). The department now has about three years of data, so they should be able to assess this project. They have also started offering beginning with Fall 2013 Math 092 and 094. These two courses are designed so that the mathematics taught is more in line with what students will need to be successful in Math 108 and 110 (general education statistics and mathematics, respectively). The 092 and 094 are not designed for any other 100-level mathematics courses other than 108 and 110.

Developmental courses in English undergo constant review and revision. Faculty are exploring various methods of increasing completion and student success. They also regularly attend workshops and conferences to improved pedagogy and learn strategies to better impact student learning. Black Hawk College has great success in the exit exams administered at the end of the composition sequence. We are working to improve the transition between developmental and full credit English offerings.

Reading faculty do excellent collaborative work to facilitate student success. They also use technology to great effect to improve student outcomes. Faculty stay current with research in the field of developmental education and have a great rapport with students and faculty across the college.

Principle Assessment Methods Used in Quality Assurance for this Discipline-area*Please check all that apply.*

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

Statewide Program Issues (if applicable): None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 4: STUDENT AND ACADEMIC SUPPORT SERVICES

College Name: *Black Hawk College* 5-digit College Number: *50301* Date: *FY2014*

Service Area: *Financial Aid*

WEAVEonline Program Review Assessment

Department: Financial Aid Department	Contact person: Joanna Dye	Assessment cycle/year: 2014
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Goals:

Goal 1. Continue increasing the number of FAFSAs processed.

Goal 2. Reduce the Default loan

Assessment Summary

Outcomes/Objectives What priorities is the Unit working towards this year?	Measure(s) How will you know you achieved your Objective?	Achievement Targets What level, date, or accomplishment is expected?	Findings
1.The Financial Aid Office will have a clean audit, few student complaints, and funds disbursed correctly and on a timely basis.	Audit, complaints and fund distribution data.	FAFSA processing is reviewed on March 1 (for MAP processing); July 1 (for Finish Financial Aid Day); and at the end of the academic year.	In FY13, \$14,840,111 was disbursed to 3661 students Financial Aid must follow US Department of Education regulations in processing Federal student aid. A copy of regulations can be accessed in IFAP.gov. FAO must also follow Illinois state regulations concerning processing of State financial aid. A copy of guidelines can be found at ISAC.org. Financial Aid must adjust processing depending on changes in Federal requirements. The Financial Aid Office has succeeded with this goal every year. This process is continuous, as all students must complete a FAFSA to receive federal aid. Efforts for FY15 show an increase in early FAFSA completion. MAP cut off was 2/28/14. BHC downloaded 2627 FAFSAs before MAP deadline after many email messages. This is an increase of three times as many FAFSAs compared to the same date in FY13.

2. The College will reduce the BHC loan default rate increasing the number of students entering into repayment	All services will provide monthly reports of the number of students contacted.	Began first monthly email notifications to delinquent borrowers Feb 2013. TG set up scheduled 3/14/13 CMD set up scheduled 3/28/13	<p>Due to staffing constraints - third party vendors were hired to contact students personally. Contracts with two third party vendors allow vendors to make phone calls and contact with BHC loan borrowers. Vendors explain Exit Counseling requirements. Vendors also explain repayment process during student's repayment grace period. Another FREE vendor has provided BHC with software to contact delinquent borrowers- this USAFunds software installed.</p> <p>By explaining via phone call - the student will have a better understanding of the repayment process and what they need to do. Contact information will be updated. This project ended June 30, 2014 when Title III grant funds expired. TG contacted 990 students with a total bill of \$9966. TG contacted students after they received their Exit Counseling notification. CMD was paid \$5754. They made targeted calls. Recent BHC graduates were called to congratulate and offer repayment options. Student on Dismissal were given a call assuming they were not going to re-enroll at BHC. Repayment options were given. Both companies provided feedback about the phone calls. Grace period calls are part of the BHC Default Management Plan.</p>
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Annual Report Items

Executive Summary

Black Hawk College Financial Aid Office strives to process student financial aid in an efficient and accurate manner, meeting all Federal and State regulations, and providing good customer service. Consumer information is updated annually.

Contributions to the College

Almost half of the students enrolled at Black Hawk College receive some type of financial aid. With College costs increasing, financial aid is essential for many students to have the opportunity to attend college. In FY13, \$14,840,111 was disbursed to 3661 students. FAO processed Federal aid using Free Application for Federal Student Aid.

Highlights of Activities/Projects

DEFAULT MANAGEMENT: BHC offers Direct Loans to students enrolled in 6 +hours. The US Department of Education will not allow colleges to withhold loans to eligible students - even when research shows that over 60% of our defaulters are first time borrowers with zero earned hours. Each College is held accountable for student loan repayment as reflected on the Default Rate. The Financial Aid Office (FAO) has seen an alarming increase in both the number of students taking out Direct Loans AND the amount of loans they are borrowing. Although tuition has increased - the increase in loan indebtedness has increased at a higher percent. BHC has identified who our probable defaulters are. Yet we are required to process

loans for these students. BHC has worked with several third party servicers and has worked with USA Funds to establish a Default Management Plan.

LOAN APPLICATIONS: BHC staff has attended many conference sessions and webinars concerning default management. Each year the BHC Loan Application is revised in an effort to inform students about the importance of responsible borrowing and repayment. Currently, students are required to complete a US Department of Education Loan Entrance Counseling, a Budget Sheet, research their prior loan history in NSLDS to be aware of their indebtedness, and complete a loan repayment calculator. For FY15, an online Budget calculator is planned, along with successful completion of USA Funds Life Skills lessons on responsible borrowing and repayment. BHC has students log into their lessons and we receive confirmation of their successful completion. This will serve as "enhanced" entrance counseling.

LOAN DISBURSEMENT: All loans are being disbursed 30 days into the semester. This allows FAO staff to check for early withdraws before the loan is disbursed.

SPECIAL NOTIFICATION: When a student drops ALL of their classes - a Federally required Return to Title IV Aid Calculation is done. If a loan is part of the calculation - BHC must refund the loan to US Department of Education and BILL the student. A billing letter is sent. A separate letter is also mailed with a copy of their NSLDS explaining loan repayment requirements even if they did not do well in classes. A similar letter is mailed to loan students who were placed on Warning or Dismissal and do not enroll for the next term. Their loan servicer is highlighted with a copy of NSLDS instructions. This letter is called "Before You Go". Students also are sent the required Loan Exit Counseling materials.

THIRD PARTY SERVICERS: USA Funds: BHC received FREE services from USA Funds for their Borrower Connect software and Life Skills lessons. Borrower Connect creates emails and letters for students who are delinquent in their loan repayment. Monthly emails and letters are sent. Life Skills lessons are used for enhanced entrance counseling. We also use Life Skills for students on Warning who are not making satisfactory academic progress. TEXAS GUARANTEE (TG): BHC has contracted with TG to make Grace Period phone calls to loan students who are ready to start repayment. TG contacts all BHC students after they are sent Exit Counseling information. TG created a website specific to BHC for questions and information. CMD: BHC has contracted with CMD for special phone calls to loan students. BHC selects whom CMD will call. We have used their services to contact graduates who have taken out loans, Dismissal students with loans, etc.

Research/Professional Dev. Activities

Financial aid is a difficult occupation with many Federal, State, and institution regulations. Staff must be knowledgeable of current laws - and be aware of changes as they occur annually. Training and Professional Development is very important to financial aid. The College receives a Pell Grant Administrative Cost Allowance of \$5 for every Pell Grant processed. The Veterans Administration also reimbursed the College for GI Bill processed. These funds are used for training. FAO Advisors and Director attend the annual Illinois Association of Student Financial Aid Administrators conference. The Director has served as President of this organization and is very active in the Executive Board activities. FAO Director and one advisor also attend the annual Midwest Association of Student Financial Aid Administrators conference for more regional training. The Director attends the annual National Association of Student Financial Aid Administrators conference and has been a presenter. NASFAA provides very high level training on Best Practices across the nation. The Director and one advisor attend the Federal Student Aid conference. At this conference - only US Department of Education staff provide the detailed training. The Veterans Processor attends an annual VA Conference in St Louis. The Systems Administrator attends "virtual" Sungard Banner training. Other professional development includes ILASFAA workshops, ISAC workshops, leadership training, supervisor training, and customer service training. All of this training is essential for the FAO to run smoothly and meet regulatory requirements.

Public/Community Service

FAO Staff presents High School Financial Aid Nights every year. Staff also plans and assists at FAFSA Completion Workshops. Staff meet with new students at Orientation and goes into classrooms explaining financial aid with Retention Coordinator. The Director has served as President of the Illinois Association of Student Financial Aid Administrators. In this capacity - the Director has traveled to Springfield, IL and Washington DC to meet with legislators concerning financial aid issues.

Current Issues/Concerns

Illinois funding for the Monetary Award Program grant is decreasing annually. The State has created FAFSA cut off dates that get earlier each year. A student must have their FAFSA completed prior to the cutoff date to qualify for the MAP grant. After the cut off - they will not receive the grant even if they have financial need. Colleges are not notified of the cutoff date in advance - so it is hard to estimate when the funds run out. Black Hawk College had done extensive notifications to current students pushing early FAFSA completion. The grant funded ISAC Corps works with local high school students. ISAC Corps does an excellent job getting the high school students to complete their FAFSA soon after January 1. FAO presents many high school financial aid nights locally. FAO also hosts an annual College Goal Sunday with ISAC Corps assistance. FAO staff also assists ISAC Corps with their FAFSA completion Workshops. For FY 15 - the focus will be on non-traditional students. Special invitations were sent to churches about our FAFSA Completion Workshop. We also send many notices to students using their BHC email and myBlackHawk announcements. Unfortunately, even with all these efforts, the number of students and the funds received for MAP is decreasing drastically.

SECTION 5: REPORTING OF BEST PRACTICES

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2014

Title of the Best Practice : Finish Financial Aid Day

Programmatic area (CTE, Academic, Cross-Disciplinary, or Student/Support Services) addressed by the Best Practice : Student/Support Services- Financial Aid

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

Community College students historically wait until the last minute to complete their FAFSA. They expect verification, loan processing, and other aid to be processed within days. With the financial aid processing cycle - this is unrealistic and causes unnecessary stress on the student. In an attempt to move financial aid processing earlier in the year - the BHC Financial Aid Office created FINISH FINANCIAL AID DAY (FFAD). FFAD is July 1. Students are instructed to complete their FAFSA and all required documents and application forms by July 1 to ensure their aid is in place for Fall payment due date. Each year the Financial Aid Office has a different theme for FFAD. We have used a patriotic theme, beach theme, Mardi Gras theme, etc. Postcards are mailed and signs hung from the ceilings in the FAO and in high traffic areas on campus. All marketing items listed FFAD is July 1. The FFAD campaign has been very successful. Charts show a steady increase in FAFSA completion and completed Pell files. In 2008, BHC downloaded 2826 FAFSA records on June 30. In 2013, 4687 FAFSA records were downloaded on June 30. In 2008, we had 987 Pell files completed on July 1. In 2013 - we had 2781 completed Pell files on July 1. The message is working successfully for BHC. During Last Minute Registration, students are expected to pay cash to hold their classes. FAO does not hold their classes unless their Pell file is complete.

Contact Information

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SECTION 5: REPORTING OF BEST PRACTICES

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2014

Title of the Best Practice: College Experience and Success Course

Programmatic area (CTE, Academic, Cross-Disciplinary, or Student/Support Services) addressed by the Best Practice : Academic and Student Support Service

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

College Experience and Success (CES) is a course designed to help students orient themselves to the college environment. Faculty have noted a decrease in basic skills preparedness at Black Hawk College. This course responds to those concerns by teaching many “extra-cognitive” skills, which allow for higher levels of self-efficacy in the student population. Extra-cognitive factors are defined as factors that are related to the activity of scholastic matriculation such as, appropriate study techniques, time management, and appropriate ways to problem solve common college challenges. Students are encouraged to enroll in this course if they have experienced challenges earlier in their scholastic career. Students are also encouraged to enroll if they are experiencing difficulties specific to the transition from high school to college. Faculty for the courses receive special training and are drawn from many different disciplines.

What are the results/measurable outcomes?

While the initial results are tentative for the impact of CES across the college population, data has shown a 75% retention rate among enrolled students. This result is higher than our benchmark of 69.48% for the corresponding time period. The significance of this number is greater qualitatively, as our main source of CES data targeted at risk populations. As the population of the course grows, we will be able to establish a greater impact statement for the course offering. In addition, as time passes, we will be able to follow students from this course and see if their “success” varies significantly from students who do not enroll in CES.

Contact Information

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PROGRAM REVIEW SCHEDULE

Year -- 2015	Year -- 2016	Year -- 2017	Year -- 2018	Year -- 2019
<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> Agri-Business Management <ul style="list-style-type: none"> Agribus Management – Horticulture Option Agriculture Production Technology Animal Science <ul style="list-style-type: none"> Beef Production & Swine Production Agribus Mgt Crop Protect Tech Option Horse Science Technology <ul style="list-style-type: none"> Horse Science Technology Certificate Equestrian Science Horticultural Science <ul style="list-style-type: none"> Horticultural Science Certificate Sustainable Energy Certificate Health, Safety, & Environmental Tech (SCC) Associate Degree Nursing Practical Nursing Basic Nurse Assist Training Program Business Marketing and Management <ul style="list-style-type: none"> Team Leader & Lead Employee Music Industry Certificate (NEW) 	<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> Agriculture Mechanics Technology <ul style="list-style-type: none"> Agriculture Mechanics Agriculture Mechanics Service-ADV Polymers & Plastics Technology Metallurgical Technology Engineering Technology <ul style="list-style-type: none"> Materials Science Technology Ceramics & Glass Technology CNC Certificate CNC Manufacturing Certificate 1 & 2 Engineering Technology Cert. Manufacturing Processes Cert. Child Development /Teacher Aide Carpenter Apprenticeship <ul style="list-style-type: none"> Apprentice Carpenter Intro to Building Trades Apprentice Machine Repair Auto Collision Repair Technology (SCC) <ul style="list-style-type: none"> Auto Collision Repair Technology (SCC) Automotive Repair Technology <ul style="list-style-type: none"> Recreation Vehicle Repair Automotive Repair Air Conditioning Specialist Brake Specialist Wheel Alignment/Suspension Automotive Power Service Diesel Service Diesel Technology (SCC) Truck Driving (SCC) Truck Driving Medical Assisting Physical Therapy Assistant Small Business Management International Trade 	<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> Microsoft Office Specialist Prep <ul style="list-style-type: none"> PC Application Programmer Certificate Web Developer Certificate Networking Technician <ul style="list-style-type: none"> Network Administrator Certificate Electro-Mechanical Certificate Legal Office Professional <ul style="list-style-type: none"> Legal Office Support Certificate Law Enforcement Technology <ul style="list-style-type: none"> Law Enforcement Private Security Apprenticeship Electrical Construction <ul style="list-style-type: none"> Apprenticeship Electrical Construction Apprentice Electrician Desktop Support Technician Health Management Information Medical Transcription Medical Coding Specialist Medical Billing Specialist Medical Office Receptionist Massage Therapy & Bodywork 	<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> Computer Specialist <ul style="list-style-type: none"> Network+ Prep Certificate A+ Prep Certificate Culinary Arts Apprenticeship (SCC) <ul style="list-style-type: none"> Culinary Arts Assistant AutoCAD Certificate <ul style="list-style-type: none"> ProE Certificate Interpreter Training Program (SCC) Fire Service Officer Apprenticeship Construction Laborer <ul style="list-style-type: none"> Apprenticeship Construction Laborer Certificate Concrete Specialist Dental Assisting (SCC) Electroneurodiagnostic Technology (SCC) Associate in Science EMS-Paramedic <ul style="list-style-type: none"> EMT: Paramedic Certificate Radiologic Technology Administrative Assisting <ul style="list-style-type: none"> Administrative Virtual Assistant Certificate Administrative Office Support Certificate Information Processor Business Information Technology <ul style="list-style-type: none"> Business Information Technology Certificate Information Technology Specialist Inventory Specialist Logistics and Warehousing <ul style="list-style-type: none"> Logistics and Warehousing 	<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> Apprenticeship Pipe Trades <ul style="list-style-type: none"> Apprenticeship Pipe Trades Heating, Ventilation & Air Conditioning (SCC) <ul style="list-style-type: none"> Heating, Ventilation & Air Conditioning (SCC) Apprentice Machinist Apprentice Patternmaker Apprentice Sheet Metal Apprentice Tool & Die Maker Welding Visual Communication <ul style="list-style-type: none"> Art Technology Interior Design (SCC) Accounting Specialist <ul style="list-style-type: none"> Accounting Clerk Financial Services Management <ul style="list-style-type: none"> Banking and Finance <p><u>Transfer – Physical & Life Sciences (PCS-11)</u></p> <ul style="list-style-type: none"> Life Science <ul style="list-style-type: none"> Biological Science Pre-Dietetics/Nutrition Physical Science <ul style="list-style-type: none"> Chemistry Earth Science Earth Science Geology Pre-Chiropractic, Pre-Medicine and Pre-Pharmacy Health and Physical Education, Recreation, and Sports Management Pre-Engineering <p><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> Accounting Transfer, AA Development Education <ul style="list-style-type: none"> English Mathematics Reading
<p><u>Transfer – Humanities & Fine Arts (PCS-11)</u></p> <ul style="list-style-type: none"> Art Education Pre-Teaching <ul style="list-style-type: none"> Elementary Secondary History <ul style="list-style-type: none"> American World Music <ul style="list-style-type: none"> Business Performance Therapy Philosophy Pre-Law Theatre <p><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> Professional and Continuing Education <ul style="list-style-type: none"> Dept. Codes: 1615, 1616, 4240, and 4241 Business Training Center <ul style="list-style-type: none"> Dept. Codes: 1941-1943 and 4341 Agriculture Transfer, AS Associate in Fine Arts Horticulture Transfer, AS <p><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> Disability Services Counseling Advising Library 	<p><u>Transfer – Social & Behavioral Sciences PCS-11)</u></p> <ul style="list-style-type: none"> Anthropology-Archaeology General Social Services Political Science Psychology Sociology <p><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> AA, AS, & AAT Transfers Business Transfer, AA Business Transfer International Business, AA Pre-Physical Therapy, AS Pre-Veterinary Medicine, AS <ul style="list-style-type: none"> Pre-Veterinary Medicine/Animal Science, AS <p><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> Business Services Athletics Student Activities 	<p><u>Transfer – Written & Oral Communication (PCS-11)</u></p> <ul style="list-style-type: none"> English Literature English Writing Foreign Language <ul style="list-style-type: none"> French German Spanish Journalism Speech <p><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> General Education General Occupation & Technical Studies Law Enforcement Transfer <p><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> Enrollment Services Recruiting 	<p><u>Transfer – Mathematics (PCS-11)</u></p> <ul style="list-style-type: none"> Computer Science Computer Science Information Systems Mathematics Supply Chain Management <p><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> Adult Basic Education (PCS-17) Adult Education (Vocational Skills) (PCS-16)* Adult Secondary Education (PCS-18) English as a Second Language (PCS-19) <p>(* -- For department codes 1229, 1612, 1613, 1911, and 1912)</p> <p><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> Student Success Center Career Planning and Placement 	<p><u>Student & Academic Support Services</u></p> <ul style="list-style-type: none"> Financial Aid

