LEARNING FOR LIFE

Black Hawk COLLEGE

Final Report
on
Improving Student Learning
Cycle: 2005-2006

Black Hawk College Mission:
Black Hawk College provides the environment and resources
for individuals to become lifelong learners.

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

12/04/06

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1.0 – Synopsis of Activities during Cycle 2005-2006

Institutional Level

- The "Black Hawk College Progress Report to the Higher Learning Commission on Improving Student Learning Cycle: April 2003-June 2006" was filed on June 28, 2006, and acknowledged by HLC on July 7, 2006.
- The faculty, Student Learning Committee, Senates, and BHC administration reviewed and gave input to the preparation of the HLC Progress Report document.

General Education: Strands A-E and Other Provision Reports

- Information on the learning initiatives, direct measures, indirect measures, results, changes made in instruction and services to students, and the impact of assessment on planning and budgeting are summarized for each strand.
- Black Hawk College requires Associate of Arts and Associate of Science degree students to complete one other category that goes beyond the IAI general education outcomes. The strand category is called "Other Provisions in Non-Western Studies." This option assists BHC students who may transfer to institutions who still require a non-Western component to general education. This interdisciplinary area is not yet a formal part of the current Black Hawk College General Education/Core Curriculum grid.

General Education Review Team (GERT):
Subcommittee of the Senate Student Learning Committee (SLC)

- The first GERT meeting was held on August 18, 2005. This group reviewed the cycle 2004-2005 student learning data which is included in the final report on student learning for cycle 2004-2005.
- The second GERT meeting was held on August 17, 2006. This group reviewed the cycle 2005-2006 student learning data report will be included in the interim and final reports on student learning for cycle 2005-2006.
- Upon GERT recommendation in August 2005 and support from the SLC, academic departments aligned generic course syllabi objectives to the general education outcomes list and noted gaps, if any, during the 2005-2006 academic year.

Other Areas of Assessment

- Documentation of career and technical (CTE) program outcomes is expanding and will be an area of study and planning during academic year 2006-2007. Information on the learning initiatives, direct measures, indirect measures, results, changes made in instruction and services to students, and the impact of assessment on planning and budgeting are noted.
- English as a Second Language, the English exit exam process, developmental reading and math, the library, adult education, Business and Community Education Center (BCEC), and the Student Success Center continue to contribute data on student learning initiatives and results in their areas.
- Class/course level assessment is ongoing.

2.0 – Data Collected Showing Assessment Results and Changes Made in Instruction and Services for Students in General Education, Degree Programs, Course/Class, and Other Types of Assessment

The College has completed its fourth yearly cycle of documenting student learning in general education, degree programs, course/class, and other types of assessment.

The 1995 *Plan for Assessing Student Learning* provided a foundation for assessment, which saw rigorous and extensive redevelopment and revision beginning in 2001. The chart below highlights major benchmarks in this process.

Table 2.0A – Process Benchmarks					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Artifact Collection: Graded*	X	X	X	D	D
Artifact Collection: Graded & Analyzed		N	X	D	D
General Education Review Team				N	X
English Exit Exam: Graded**	X	X	X	X	X
English Exit Exam: Graded & Analyzed			N	X	X
Renewal of Gen. Ed. Outcomes with Alignment to Illinois Articulation Initiative (IAI) Standards				N	X
Faculty Senate Outcomes Assessment or Student Learning Committee Present	X	X	X	X	X
Learner- Centered Syllabus Review	N	X	X	X	X
Faculty Guide for Assessment of Student Learning		N	X	X	X
Instructional Departments Submit Yearly Student Learning Reports		N	X	X	X
Production & Distribution of Yearly Institutional Cycle Reports on Improving Student Learning		N	X	X	X
Instructional Unit Plans***		N	X	X	X
College Meets Illinois Community College Board Requirement to Incorporate Student Learning Plans into Program Review Reports			N	X	X

Legend: N= New process that year; X= Ongoing, yearly process; D= Deleted process

  *   Process began in 1999 using Original BHC General Education Outcomes.
**   Process began in 1996.
*** Performance outcomes link budget to student learning indicators. Full alignment anticipated in FY07.

Additionally, a shared-governance approach to assessment efforts stems from a common vision and commitment to student learning by faculty, administration, and staff. Through this joint partnership centered on students, the College builds and reinforces its educational structure for assessment. The foundation is based on data at the course/class level (see Section 2.5) and also encompasses information and data for general education, degree programs, and other types of assessment outcomes (see Sections 2.1-2.4).

2.1 – General Education Level

General Education:

According to the current Black Hawk College catalog, the purpose of general education is the following:

> *"General education is a part of every student's formal course of study regardless of his/her technical, vocational, or professional preparation. It is intended to provide lifelong learning, develop personal values, prepare individuals to adapt to change in an interdependent world community, foster self-esteem and motivation, and attain skills in analysis, communication, quantification and synthesis. A Black Hawk College student completing the general education requirements will be able to think critically, communicate effectively, and demonstrate multicultural and aesthetic understanding."*

In support of measuring student outcomes in general education, a new committee composed of College-wide representatives from all faculty disciplines, as well career and technical programs, comprised of faculty from each of the core curriculum strands and two career and technical faculty with ad hoc members (i.e., academic deans and a representative from the Planning and Institutional Effectiveness office) would analyze the results of all academic departments' general education artifacts and student learning outcomes and provide feedback. The General Education Review Team (GERT) serves as an ad hoc planning group to the BHC Student Learning Committee. The team assists in a review of the College's general education outcomes – in the context of the student learning yearly cycle data. The group will also offer ideas, feedback, and direction to the Student Learning Committee, the Senates and their faculty constituents, and the College administration on the topic of general education. The major review cycle for this group will begin at the start of each new academic year and will continue on an as-needed basis at other times.

In addition to the forming of the General Education Review Team, individual academic departments are also encouraged to participate in assessment of general education in the following way:

- Each department will continue to report on assessment activities that measure learning objectives which correspond to their strand on the General Education Grid in the Student Learning Departmental Report.
- Each department will also include a plan for future assessment of other learning objectives in the corresponding strand on the General Education Grid in the Student Learning Departmental Report.
- Each year, the General Education Review Team (GERT) will review each Student Learning Departmental Report and give its findings to the Student Learning Committee. The Student Learning Committee will develop recommendations to address any gaps in general education assessment.
- Student Learning Committee members will report back to their departments. In this way, improvements based on assessment from the Student Learning Report will be fed back to each department.
- The general education review process will be assessed annually by the Student Learning Committee and will be evaluated formally every three years by the Student Learning Committee

with input from invested parties. The Student Learning Committee will then make recommendations to the Faculty Senates.

Each academic year, instructional departments document the cycles of planning, doing and adjusting instructional approaches to meet the needs of students. Specifics on general education outcome strands, student learning initiatives, direct and indirect measures, results, and changes made in instruction and services to students are noted in the tables and supporting information in Section 2.1. For purposes of assessment, the College transfer faculty, in collaboration with career and technical faculty and the administration, have determined that the General Education/Core Curriculum constitutes the program outcomes for the Associate of Arts and Associate of Science degrees.

2.1 A– General Education Assessment:
Student Learning Initiatives, Direct and Indirect Measures, Results, and Changes Made in Instruction and Services to Students

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Table 2.1A – General Education Outcomes: Strand A
A. Apply Scientific Thinking Skills through the Study of Physical and Life Sciences (Courses: ASTR 101, 102; CHEM 101, 110, 111; GEOG 101, 102 106; GEOL 101, 102; PHYS 101, 110, 140, 201; PS 101, 205; BIOL 100, 101, 105, 108, 135, 190, 200, 201, 211, and 250).   A1. Develop an understanding of the methods of scientific inquiry, including the formulation and testing of hypotheses.   A2. Be familiar with selected scientific principles in the physical and life sciences.   A3. Make informed decisions about personal and societal issues.   A4. Demonstrate skills learned in a laboratory setting (e.g., formulate hypotheses, plan and conduct experiments, make systematic observations and measurements, interpret and analyze data, draw conclusions, communicate the results).

Source: Current Black Hawk College General Education/Core Curriculum and BHC Catalog 2006-2007.

Student Learning Initiatives: The biological and physical science discipline faculty use pre-course and post-course exams using common test-embedded questions. Additionally, in 2005-2006 physical and biological science faculty conducted a review of discipline outcomes to check alignment with the BHC General Education/Core Curriculum grid.

Direct Measures:
- Students in general education biological science classes take pre-course and post-course exams using common test-embedded questions.
- Students in general education physical science classes take pre-course and post-course exams using common test-embedded questions.

Indirect Measures:

- Students in general education biological and physical science courses share input on the learning environment through faculty-designed classroom assessment techniques (e.g., muddiest point and end-of-exam survey).
- Biology assesses student skill recall by using weekly follow-up exams.

Results:
- In 2005-2006, the post-course performance in the general education physical sciences showed the following increases in mastery of course objectives: A-1 showed a 5% increase; A-2 showed a 37% increase; A-3 showed a 5% increase; and A-4 showed a 34% increase (data source: eight classes in physical sciences – physics, chemistry, earth science, and astronomy). The specific course-by-course information is available at the departmental level.
- Results from the biological science courses will be available in the early fall after final departmental analysis.

Changes Made in Instruction and Services to Students:
- In recent years, a number of courses in biology have had waiting lists. The numbers of students on these lists have been analyzed. The number of sections of certain biology courses being offered has been increased to respond to student needs.
- The pre-engineering curriculum was organized so that a third calculus-based course could be offered during the regular school year.
- Pre- and post-tests have been administered in biology, chemistry, earth science and physics courses. These tests cover individual course content as well as expected general education outcomes.
- Faculty in Strand A now allow a lab resubmission process.
- Faculty in Strand A are reviewing the GPA's of past BHC science-discipline students as another direct measure indicator.

Impact of Assessment on Planning and Budgeting:
- Submissions have been made to have classrooms upgraded to high-tech rooms to address diverse learning styles of students.
- Updated materials in labs and the incorporation of more DNA testing labs have occurred.

Table 2.1B – General Education Outcomes: Strand B
B. Apply Quantitative Skills through the Study of Mathematics (Courses: MATH 108, 110, 124, 131, 132, 161, 200, 225, 226, 228; CS 100, 101, 121, and 210).
B1. Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.
B2. Represent mathematical information symbolically, visually, numerically, and verbally.
B3. Use arithmetic, algebraic, geometric and statistical methods to solve problems.
B4. Estimate and check answers to mathematical problems to determine reasonableness; identify and select alternatives for optimal results.
B5. Recognize the limitations of mathematical and statistical models.

Source: Current Black Hawk College General Education/Core Curriculum and BHC Catalog 2006-2007.

<u>Student Learning Initiatives</u>: In academic year 2005-2006, grade distribution tracking continued. An end-of-course outcomes quiz was completed in the MATH 080 courses in Fall 2005. For additional discussion of goals for developmental math, please see page 39. Math faculty plan to create and administer an outcomes quiz in MATH 108 in Spring 2006 and expand the process to MATH 110 in Fall 2006. Strand B faculty reviewed courses in Fall 2005 to confirm alignment of outcomes with the general education indicators. Anticipated review of COMPASS cut-off scores was delayed due to smallness of sample size. Math and computer science faculty conducted a review of discipline outcomes to check alignment with General Education/Core Curriculum grid.

<u>Direct Measures</u>:
- Review of grade distribution figures in all math courses.
- Exit quizzes are used in selected developmental and general education courses.
- Students in final calculus sequence present on a core topic to students in Calculus I and II students. Other full-time mathematics instructors observe presentations and rate students on a three calculus-sequence objectives' rubric.

<u>Indirect Measures</u>:
- Students in general education mathematics and selected computer science courses have opportunities to share input on the learning environment through faculty-designed classroom assessment techniques (e.g., Muddiest Point).
- A journaling project is used so that students can review and record their attitudes toward studying mathematics.
- CS100 students do self-assessments at the start and end of each semester.
- The spring grade distribution sheets were updated to include a yes or no response to the use of MyMathLab (MML) during the course. The next step is to compare non-MML grades to MML grades in the near future. This is an early attempt to gather baseline data.

<u>Results</u>:
- A study of 870 students in MATH 080 since Fall 2003 by eight faculty shows improvement or steadiness (0% change) in mastery of course learning objectives: arithmetic operations increased 17%; percentages; ratios, proportions, and geometric applications increased 6%. No areas show decline. For additional discussion of results for developmental math, please see page 39.
- A similar study in MATH 108 and 110 is anticipated for academic year 2006-2007.
- Students doing presentations in the calculus sequence demonstrated their knowledge of course principles per the review of other full-time mathematics instructors using a scoring rubric. Students requested that the seminar/presentation technique be offered in Differential Equations during Spring 2006.
- A survey performed in the sections using MyMathLab (MML) indicated that students wanted more access to this Web-based tool, and of those surveyed, 80% of the students approved or highly approved of this learning technique.
- Fall 2005 semester saw a total of 29 sections of mathematics incorporate the use of MML from Course Compass, an Addison-Wesley product. Student survey results from the Spring 2005 semester (where four sections experimented with this product) showed that 80% of the students approved or highly approved of this learning style. All ten full-time Quad-Cities Campus math faculty used the product in some manner. When students registered for spring 2006 semester classes, the students wanted to know which sections of certain courses were going to utilize MML.

Changes Made in Instruction and Services to Students:
- Based upon Cycle 2003-2004 results from the developmental course MATH 080, some changes in assignments and length of time spent on several sections within the textbook occurred in 2005-2006.
- Adjustments were made to the generic course syllabus for MATH 080. All full-time and part-time faculty made these same changes in the instructional process for MATH 080.
- During 2005-2006, 30 sections taught by full-time faculty used MML. Faculty are also gathering baseline information on the impact of this online teaching/learning center on success rates in math classes.
- Students in Calculus III present a short overview of calculus concepts to students in Calculus I and II. This learning experience, which was designed to assess students' grasp of the calculus sequence, was well received. Plans are underway to use a similar approach for students to demonstrate knowledge in differential equations by doing a teaching demonstration.

Impact of Assessment on Planning and Budgeting:
- With the increasing number of sections using MML, the scheduling of certain instructors into classrooms with technology has become a key issue. Many room changes were made prior to both Fall and Spring semesters for this reason.
- In addition, the ordering of textbooks has become very complex. It is no longer the case that each math course has just one textbook. With some sections using MML and others not, the bookstore needs to know what materials to sell by section of a course, not just by the course as in previous years.

Table 2.1C – General Education Outcomes: Strand C
C. Apply Communication Skills through the Study of Speech and Writing (Courses: ENG 101, 102; SPEC 101)

C. Apply Communication Skills through the Study of Speech and Writing
   (Courses: ENG 101, 102; SPEC 101)
   C1. Communicate clearly in speaking and writing.
   C2. Use inventional, organizational, editorial, and expressive strategies.
   C3. Write and speak for a variety of purposes.
   C4. Demonstrate an understanding of, and ability to adapt to, a variety of communication processes.
   C5. Demonstrate critical skills in reading, thinking, writing, and speaking.
   C6. Summarize, analyze, and critique a variety of texts including academic discourse.
   C7. Recognize when to seek information and have the ability to locate, evaluate, and use effectively the needed information.
   C8. Incorporate material from appropriate electronic and print sources, using proper citations.
   C9. Demonstrate acceptable ethical standards in research and presentation skills.

Source: Black Hawk College General Education/Core Curriculum and BHC Catalog 2006-2007.

Student Learning Initiatives: Students in AA, AS, and AAS degrees requiring ENG 101 are assessed through a written exit-exam process. Students must pass the exit exam and demonstrate class proficiency at a "C" level or better to successfully complete the course. There is a similar process for students who want to exit ENG 091 and enter ENG 101. Please see page 31 for complete information on the English

exit-exam process. The decision to have an exit exam process for those students who wish to enter ENG 102 is currently under review. A pre-test and post-test process is in place for REA 093 and 098. Please see page 33 for more information.   COMPASS cut-off scores are being reviewed for accuracy in placement of students in writing sequences.

In academic year 2005-2006, SPEC 101 faculty used the course-assessment template to track student progress and make needed adjustments to classroom student-learning approaches. Speech faculty meet monthly to share outcomes and set goals for the academic year 2006-2007. This group also discusses and documents academic year planning steps, outcomes of implemented objectives, and anticipated improvements in support of student learning for each new semester. Composition and speech faculty conducted a review of discipline outcomes to check alignment with the current General Education/Core Curriculum grid.

Direct Measures:
- Third-party assessment of written English exit exam for students in ENG 091 and ENG 101.
- First usage of SPEC 101 scoring rubric.

Indirect Measures:
- Students in English composition and introductory speech courses have opportunities to share input on the learning environment through faculty-designed classroom assessment techniques (e.g., Muddiest Point).
- ENG 101 instructors at East Campus have used "Reciprocal Classroom Interviews," which require students to reflect on the ways the instructor helped/hindered their learning on previous lessons through written feedback.

Results:
- Students in SPEC 101 greatly improved the establishment of credibility of introductions in final speeches.
- Students in SPEC 101 demonstrated moderate to high levels of improvement in citing researched sources in the body of final speeches.
- Students demonstrated great improvement in closing and summarizing points in the conclusion of final speeches.
- Students demonstrated a better use of eye contact during final speeches.
- Faculty concluded that the use of the Outcomes Assessment Rubric was problematic.
- Faculty observed moderate to high improvement in the body of speeches and decided to conduct a "best practices" discussion on teaching students to develop the body of their speeches. The development of a more specific assessment on evaluating student's methods of developing main points for speeches is anticipated.
- The English discipline faculty in 2004-2005 added "critical responses" to the scoring assessment as an outcome of holistic grading/training sessions. This was continued in 2005-2006.
- English faculty revised course delivery to include more critically-responsive writing.
- Analysis in Fall 2005 of the East Campus exit essays showed that in ENG 101, 90.8% (128/141) of the 141 students passed on the first round, while 81.9% (9/11) passed the second round of the exam. The Spring 2006 scores show that in English 101, 91.2% (103/113) of the 113 students passed the first round, while 50% (5/10) passed the second round. In the third round, 100% (3/3)

passed. ENG 091 students had a 100% (13/13) success rate in the first round. The Summer I 2006 session of ENG 101 had a 100% (9/9) success rate on the first round.
- A discussion about the outcomes of an interdisciplinary project with writing and psychology is noted in the results section of Strand D on page 15.

Changes Made in Instruction and Services to Students:
- Students are asked to fill out a simple, three-question survey at the end of each week. This survey is then followed up on at the beginning of the next week when the "muddiest" points are covered in class and clarified.
- The full-time speech program faculty meet on a monthly basis to discuss improvements on the program. Four times a year the group also discusses assessment activities and results.
- Student feedback from "reciprocal classroom interviews" prompted an English instructor to change lesson plans and approaches on grammar and to assign more practice exercises.
- As a result of the continual process improvement cycle on the English Exit Exam, students were asked to respond to a published essay prompt rather than a topic. This change was made in order to assess students' progress toward an additional Composition I objective. Analysis of the writing Exit Exam outcomes assists the writing faculty to make needed improvements in delivery of the composition sequence.

Impact of Assessment on Planning and Budgeting:
- The College provides support by bringing in consultants for norming and holistic grading sessions.
- Exit paragraph and exit essay inter-disciplinary readers receive training and compensation for ongoing writing competency assessment.
- Institutional Effectiveness gave funding support for purchasing the COMPASS score analysis report.

Table 2.1D – General Education Outcomes: Strand D
D. Evaluate Human Experiences through the Study of the Humanities and Fine Arts (Courses: ENG 190, 206, 207, 208, 210, 211, 212, 213, 214, 215, 216, 221, 222, 223; HIST 102, 120, 121, 122,; HUM 101, 102; PHIL 101, 103, 202, 206; FREN 202, 253, 254; GERM 202, 253, 254; JAPN 202, 253,254; SPAN 202, 253, 254; ART 100, 281, 282; MUSC 113, 153, 154, 256; THEA 111, and TV 212).
D1. Apply discourse-specific language to the study of what it means to be human.
D2. Demonstrate knowledge of self in relation to the environment and to cultures throughout the world.
D3. Express intellectual, cultural, and aesthetic awareness of the humanities and the arts.
D4. Demonstrate critical thinking, investigative, and reflective skills within the study of arts and humanities.

Source: Black Hawk College General Education/Core Curriculum and BHC Catalog 2006-2007.

- Student Learning Initiatives: All areas in this strand are using classroom assessment techniques to monitor student learning and understanding at regular intervals. Also during academic year 2005-2006 literature, humanities, philosophy, art, music, foreign language, and media faculty conducted a review of discipline outcomes to check alignment with the General Education/Core Curriculum

grid. Faculty in many general education disciplines are forming student learning teams to choose system-wide assessment options (e.g., music scoring rubrics). At East Campus, the incorporation of a rubric for art assessment is being planned.

Direct Measures:
- Life drawing students are evaluated on specific anatomy and physiology knowledge with pre- and post-tests.
- Students in ART 111 have a final portfolio evaluation which is reviewed by all art faculty.
- In PHIL 202 – Introduction to Logic, a logic portfolio is used. It is designed to help students apply the concepts of deductive arguments, inductive arguments, fallacies of relevance, and causal fallacies to real-life writing examples (e.g., books, essays).
- PHIL 103 – Ethics, has pre-test and post-tests being done in online and Study Unlimited sections.
- Art faculty at East Campus use pre-tests and post-tests in Art Appreciation and may expand the practice into other art history courses.
- Preliminary use of pre-and post-tests occurs in SPEC 101.

Indirect Measures:
- Students in HUM 101 do self-assessment before and after participating in a Nez Perce tribal concepts musical exercise which is videotaped. This aligns with Strand D2.
- Students in literature, humanities, philosophy, art, music, foreign language, and media courses have opportunities to share input on the learning environment through faculty-designed classroom assessment techniques (e.g., Muddiest Point).
- Other indirect measures used in Strand D are the following: daily assessment questionnaires, post-unit examination assessments, analysis of assignments, and student responses to the classroom performance clicker system.
- Preliminary work has begun to create a Spanish oral presentation assessment.

Results:
- Students in HUM 101 show a gain in self-knowledge about Nez Perce tribal musical customs as a result of participation in a video exercise.
- The results of the pre-test and post-tests done by students in online and Study Unlimited sections of PHIL 103 showed a gain in knowledge on the ten major concepts tested.
- Students in art history at East Campus show gain in knowledge as demonstrated by outcomes of pre-and post-tests (93% did better on post-test).
- Initial study of pre- and post-test assessment during Spring 2006 in Speech 101 showed the net increase in student learning at 26%

Changes Made in Instruction and Services to Students:

- The MUS 109 course identified weak program areas through departmental measurements and worked to strengthen student success. Faculty meet with students in MUS 109 and 107 to help with areas of weakness.
- As a result of the classroom assessment technique (CAT) survey in THEA 111, the instructor lectures less and becomes more of a facilitator or guide in the course.
- The art faculty use survey materials to identify weak program areas in general education courses (e.g., ART 100) and reinforce weak areas in future semesters. ART 111 students now have a final portfolio evaluation reviewed by all art faculty.

Impact of Assessment on Planning and Budgeting:
- Support upgrades for equipment as requested in unit plans.
- Support for *Images* magazine and possible new course development.
- Plan for equipment needs on emerging program in Music Technology.

Table 2.1E – General Education Outcomes: Strand E
E. Develop an Appreciation of Human Continuity, Diversity, and Change through the Study of Social and Behavioral Sciences (Courses: ANTH 101; ARCH 203; ECON 221, 222; HIST 251, 252; POLS 251, 252, 261; PSYC 101, 200, 230, 262, 264; SOC 101, 200, 251, and 264) E1. Demonstrate an understanding of individual behavior. E2. Demonstrate an understanding of societies in the world as part of one larger human experience in time and place. E3. Analyze trends, institutions, and/or influences of two or more of the following: society, history, politics, and economics. E4. Demonstrate analytical, critical thinking, and communication skills. E5. Demonstrate an understanding of methods of inquiry employed by social and behavioral scientists.

Source: Black Hawk College General Education/Core Curriculum and BHC Catalog 2006-2007.

Student Learning Initiatives: An assessment tool for SBS 100 was developed to measure changes in the amount of core content mastered in selected psychology and sociology courses. The economics discipline is beginning to design measurement tools for outcomes E1-E5. During academic year 2005-2006 the alignment of general education Strand E outcomes and general education course objectives was completed. Analysis of portfolios for courses was completed, as well as pre- and post-test measures (quantitative analysis): the assessment tools reflected the expected learning objectives for each class, as stated by the generic syllabi, which had been previously established by the department. In the pre- and post-test measures (qualitative analysis), the assessment tools reflected the expected learning objectives for each class, as stated by the generic syllabi, which had been previously established by the department. Work was done with adjunct faculty to incorporate pre-and post-testing into anthropology courses. Assessment of online students' perceptions of their technological readiness was done. Data was requested to assess relationships between COMPASS scores and success rates in PSYC 101, SOC 101, HIST 101, 102, 251, 252, and POLS 251 from the Coordinator of COMPASS testing

Direct Measures:
- Pre- and post-test measures are in place for PSYC 101, 200, 230, 210, 250; SOC 101; HIST 101, 102, 251.
- Post-test assessments was initiated in 2005-2006 for ANTH 101 and 102.
- Faculty conduct small and large scale studies examining the relationship between reading scores and achievement.
- Course portfolios were initiated.
- A history/political science instructor uses a statistical analysis of multiple choice exam questions to help diagnose both poor test questions and topics that need improved delivery approaches.

Indirect Measures:
- Students in Strand E courses have opportunities to share input on the learning environment through faculty-designed classroom assessment techniques (e.g., Muddiest Point).
- Students use a classroom performance clicker system to indicate responses to class learning activities in sociology courses.
- Analysis of results on exams and assignments is used to refine teaching strategies.
- Assessment of online students' perceptions of their technological readiness for online learning was conducted.
- "Instant Response" cards passed out in history courses allow for immediate response from students to instructor on effectiveness of delivery approaches and class materials.
- Graded discussions are used in history/political science to check student comprehension and critical thinking of reading and lecture materials.
- Review sessions are used in history/political science before exams to check student comprehension and to evaluate teaching of material.
- Students may choose certain exam questions in history/political science. This allows the instructor to analyze these choices and align with effectiveness of instructional delivery.
- In history/political science, students are given an "error analysis" sheet to help them understand why they missed certain exam questions and to improve for future tests.

Results:
- During Fall 2005 faculty received affirmations from students that modifications in delivery approaches and strategies were supporting learning.
- An interdisciplinary project examined the relationship between identified writing issues (spelling, grammar, organization, etc.) and students' completion of the English sequence. Students who completed their English course sequence at Black Hawk College were among those with the fewest writing issues. Students reporting completion of English coursework elsewhere had a higher error rate and were among those most likely to have plagiarized (omitted quotation marks and/or parenthetical citations). These findings affirmed the outcomes of English instruction and led the psychology course instructors to refine assignments and increase the scope of library instruction to include more assistance in documentation.
- Current data from a study of reading scores and success rates in introductory courses in psychology and sociology showed an emerging trend that demonstrated that reading scores on the ASSET were strongly predictive of students' successful completion of these courses with a grade of C or better. In response to this trend, faculty decided to develop an interdisciplinary course, SBS 100 – Introduction to Behavioral Sciences, as a bridge to the introductory courses for

students at risk for failure because of low reading scores. Reading prerequisites have been added to the introductory courses, and the success rate of students completing SBS 100 will be tracked for those subsequently enrolling in PSYC 101 and/or SOC 101.

- Extensive item analysis demonstrated the reliability and validity of the testing instruments. Data analysis after the first full cycle of pre- and post-testing in FY2005 revealed statistically significant changes in students' scores from the beginning to the end of the semester. The assessment project is becoming a way of assessing general education.
- Faculty aligned course syllabi with general education outcomes and added this dimension of data analysis at the end of FY2006.

Changes Made in Instruction and Services to Students:
- A new Orientation to Online Learning class was developed in response to data suggesting that students who have few technological skills are at risk for dropping out of or failing online courses. Pre-and post-assessments are embedded in this course.
- As a result of feedback from direct and indirect assessments in Strand E, several modifications were made: delivery approaches and strategies, content sequencing, preparations for written assignments, applications of a clicker system, and modifications in generic syllabi.
- Faculty and other academic support areas have used the results of College-wide assessment activities to make changes in curriculum, methods of instruction, and other services for students. Each instructional department has shown that assessment is changing approaches to the teaching-learning process.
- Social, Behavioral, and Educational Studies note many examples. Faculty revised individual classroom assignments, developed enhanced strategies to involve students in classroom learning activities, and revamped divisions of course materials. Some faculty realigned the use of videos as an independent instead of all-class viewing activity.
- A review of data from the FY2005 pilot of OR 100 – Orientation to College, occurred. More full-time faculty are being recruited to teach the course.
- Feedback from students in PSYC 200 regarding proctored online unit tests confirmed the viability of this format. The online approach was adopted to meet the varied learning styles of students.
- As a result of the faculty member noting that student answers on POLS 251 final essay questions did not always demonstrate the depth and breadth of the course objectives, one instructor revised the final (post-test) essay to directly incorporate points from each of the course outcomes.
- As a result of analyzing student feedback on the gap between the types of questions expected and what is given on tests and exams, a faculty member in SOC 101 field tested a system that provides opportunities for the instructor to assist students in taking conceptual multiple choice examinations.
- Statistical item analyses of test questions in history allow for the diagnosing and improvement of test questions to support student learning. Course/instructor evaluations in all classes are done every semester to gather student feedback.
- "Instant Response" cards are given to students to offer feedback to history instructors throughout the semester.
- Graded discussions are done in history so that the instructor can assess student comprehension and critical thinking skills on course readings and lecture material.
- Review sessions are done in history so that the instructor can monitor any gaps in student learning prior to exams.

- An error analysis sheet for multiple choice questions in history are given to students to help them understand why they missed particular questions. Students are able to increase their ability to identify their own errors or "deficiencies" in taking those types of exams. Students in history are allowed to choose the specific questions from a pool of options on essay exams. The faculty will review the questions selected, as to the strength of design and clarity.
- Course syllabi in the ARCH 203 and HIST 120 series are examined for any needed updates to ensure close alignment of objectives with other transfer colleges and universities.
- History/political science uses feedback from indirect assessments to improve delivery approaches and exam/test design.
- The appendix contains additional detailed information on Strand E.

Impact of Assessment on Planning and Budgeting:
- Support for planning opportunities for faculty.

Additionally, Black Hawk College requires Associate of Arts and Associate of Science degree students to complete one other category that goes beyond the IAI general education outcomes. The strand category is called "Other Provisions in Non-Western Studies," and the courses in that cluster are the following: AG 288; ANTH 102; ART 285; ECON 270; ENG 217, 218, 219; GEOG 105; HIST 141, 142, 151, 181, 182, 222; IS 220; MUSC 158; SPEC 175; POLS 262, 271. This option assists BHC students who may transfer to institutions who still require a non-Western component to general education.

This interdisciplinary area is not yet a formal part of the current Black Hawk College General Education/Core Curriculum grid and is in initial steps of development. Determination of whether this additional general education requirement will be handled the same or differently than Strands A-E will be a question brought to the General Education Review Team and Senates in FY07.

Student Learning Initiatives: Faculty in this area of emphasis are progressing in setting its student learning goals. During academic year 2005-2006 the faculty in the speech discipline plan to duplicate efforts done in assessments for SPEC 101 to create a student-learning assessment template for SPEC 175. Faculty in other related non-Western disciplines are also doing initial planning steps in the courses clustered under non-Western studies.

Direct Measures:
- A pre-test and post-test are used in ANTH 102. Faculty in HIST 222 are piloting a quiz review or retake process. See appendix for additional information. Instructors in the non-Western disciplines are in the beginning study and planning stages. It is anticipated that approaches to measure this area will be deployed during academic year 2006-2007.

Indirect Measures:
- Students in non-Western courses have opportunities to share input on the learning environment through faculty-designed classroom assessment techniques (e.g., Muddiest Point).

Results:
- Since assessment approaches to measure category outcomes are still in a planning stage, no documented results are yet available.

Changes Made in Instruction and Services to Students:
- As planning goals, direct and indirect measures, and results are in a preliminary stage, specific changes are not yet documented.

2.1B—Other Transfer Degree: Associate of Arts in Teaching (AAT)

The Associate of Arts in Teaching (AAT) will use a portfolio of student work aligned with the state and national teaching standards. The economic impact of using an electronic portfolio for students in the AAT is being monitored. Please see the appendix for more information on this new, emerging transfer degree area.

2.2 – Career and Technical Program Level Assessment: **Student Learning Initiatives, Direct and Indirect Measures, Results, and Other Changes Made in Instruction and Services to Students**

Faculty teams across the College examine carefully the progress of students in AA/AS disciplines and programs, as well as career and technical programs. Some faculty teams in career and technical areas are doing initial approaches in the assessment process by doing benchmark work at the program level, while other instructional teams have deployed and analyzed the results of multiple years of data.

Strengthening program-level assessment in career and technical areas is proposed as one of the new charges for the Faculty Senate Student Learning Committee in 2006-2007. A planning retreat in Fall 2006 is tentatively being planned. Proposed outcomes for the retreat are to benchmark current approaches in assessment in technical areas, create a workshop on establishing or enhancing existing assessment plans and approaches, and establish approaches for career and technical programs to contribute to the analysis of general education outcomes and Illinois Community College Board program review requirements.

Since academic year 2002-2003, departments have been growing in their ability to document the cycles of planning, doing, and adjusting instructional approaches to meet the needs of students.

Career and technical programs are clustered under the general curricula headings of agriculture, health, child development, and trade and technical. Listed below are summaries for the career and technical program clusters.

Agriculture Curricula

Student Learning Initiatives: Faculty are exploring the use of a program portfolio and a practicum summary as part of a capstone experience in equine and agriculture certificates and degrees. Faculty in agriculture curricula are using classroom assessment techniques to monitor student learning and understanding at regular intervals.

Direct Measures:
- Students, faculty supervisors, and employer trainers evaluate the students' experiences and skills developed and/or enhanced during the on-the-job training phase.
- Test embedded questions are used in agronomy, animal science, and ag economics courses.

Indirect Measures:
- Feedback from Advisory Board.
- Feedback from Graduate Surveys.
- Classroom assessment techniques.

Results:
- Students win state, regional, and national awards for judging and horse showmanship.

Changes Made in Instruction and Services to Students:
- Student learning initiatives and results are in a preliminary stage.

Business Curricula

Student Learning Initiatives: The business curricula faculty provide assessment reports at the end of Fall and spring semesters. A student self-assessment survey process is done at the start of each semester for students in CS100. Program faculty in Computer Information, Office Careers, and Health Information have created a scoring rubric for the students' capstone portfolio projects and presentations. Results are shared in follow-up faculty meetings and are used to improve program and student-learning outcomes. Faculty in the business curricula are using classroom assessment techniques to monitor student learning and understanding at regular intervals.

Direct Measures:
- Scoring rubric for capstone portfolio projects and presentations.
- Program capstone portfolio.
- BE 147 students use the core features of Microsoft XP effectively by using the Microsoft Office Specialist (MOS) core certification simulation software.
- BE 161 students use the basic features Windows XP effectively by using the Office Proficiency Assessment Certification (OPAC) system software simulation of Windows XP.
- BE 180 students use computer technology and software applications to format business letters.
- BE 247 students use the expert features of Microsoft XP effectively through the use of MOS simulation software.
- COMM 105 students apply rules for correct grammar, structure, spelling, word and number usage through use of OPAC system software.

Indirect Measures:
- Feedback from Advisory Boards
- Feedback from Graduate Surveys
- Classroom assessment techniques
- Student self-assessment surveys

Results:
- Nearly all Computer Science students report a skill level outcome of four or five on a five-point scale from beginning of semester self-assessment scores.
- Employer and advisory feedback for Computer Information, Office Careers, and Health Information shows student graduates are performing well in the workplace and are meeting the skill needs of employers.

Changes Made in Instruction and Services to Students:
- Improvements in instructional technology have made it possible to blend the lecture and lab sections of several accounting classes. This new blend allows for an integrated approach to teaching program classes and for students to reinforce concepts in accounting with practical application.
- As a result of student feedback, faculty have provided additional study aids (e.g., study guides, self tests) and more widely used available supplementary materials from course book publishers.
- In introductory economics courses, course assessment revealed weaknesses with the course text and study guide. A new text will be used in 2006-2007. In the Accounting Specialist Program, assessment has indicated the need for several changes. Some examples of course offering changes are a more detailed tax accounting class and the inclusion of an ethics course.
- A capstone course in lieu of an internship is being considered. The capstone course would use assessment techniques to confirm student progress through all the required elements of the program. As a result of program analysis by discipline faculty, Marketing/Management will introduce a new course, Personal Investing, and is also considering the addition of a capstone course.
- Some of the faculty who teach the course CS 100 are now allowing students the option to test out of sections of the course based upon what was learned by pre-assessing students. An example of this preliminary testing would be if the student pre-tests on the Word section of the class at an 80% competency level, the student would not have to attend class or do regular assignments for that unit. The student would instead do a more challenging project in Word.
- As a result of this change, student satisfaction and classroom management for the instructor are high, as students can be engaged in learning activities appropriate to their background and the prior learning they bring to the course.
- Business Education (BE) student portfolios are critiqued by community employers, with follow-up comments given to students so that specific skills can be improved.
- Simulation software is being used to assess BE students' effective use of Microsoft XP's basic, core, and expert features.
- Office Proficiency Assessment Certification software is used to assess BE student knowledge in fund-tracking, proofreading, record filing, data entry accuracy and speed, and letter formatting. Students and faculty collaborate on improving any deficiencies noted in simulation sessions.

Health-Related Curricula

Emergency Medical Services

Student Learning Initiatives: Emergency Medical Services (EMS) went through new curriculum updates based on national outcome requirements in academic year 2001-2002 and developed a new assessment plan measuring three learning domains: cognitive, affective, and psychomotor. To increase student success on registry exams, faculty plan to increase the amount of testing and provide more lab and critical thinking skills. At the EMT-Basic level, an accurate pass rate can be reported because the Illinois Department of Public Health (IDPH) uses the National Registry test. Currently the National Registry of EMTs does not send testing results back to the College. EMS is monitoring retention rates to see if improved student learning approaches increase program completion.

Direct Measures:
- Cognitive assessments are done with standard tests and quizzes over program reading and lecture material.
- Scenario or case study assessments are used at all levels of the program. Students must appear before a board of preceptors and coordinators to answer scenario questions before they can take the State Board Exam.
- If students passes the State Board Exam, they are licensed as paramedics in Illinois.
- EMS completers take the Illinois Department of Public Health (IDPH) and National Registry certifying exams at appropriate basic and/or EMT-Paramedic levels.
- Affective and psychomotor domains are assessed in the classroom as students participate in scheduled practical labs. Students are signed off on skills assessment sheets.
- Instructors simulate situations in the form of role playing, so learners can practice skills previously learned in the labs. Learners have to correctly interact with simulated patients and work as a team to assess and provide needed interventions to the simulated patient.
- Clinical rotation in the hospital allows students to be assessed on their ability to work as a team – interacting, assessing and providing correct interventions to real patients.
- In the field, paramedic preceptors assess students on their ability to properly interact, assess and provide the correct intervention to patients.
- As a capstone experience, students must be a "Team Leader" for five EMS calls.

Indirect Measures:
- Critical thinking is assessed by forming small groups and giving the learners several questions to work out. Learners have to present the question and the solution to the question to the class for discussion.
- Self assessment, as well as assessment of the preceptor, is also accomplished in the clinical education.
- Faculty in EMS curricula are using classroom assessment techniques to monitor student learning and understanding at regular intervals.

Results:
- 58% of the students passed the new IDPH test when it was given for the first time.
- Retention of students seems to be consistent with the rest of the state. Numbers show that in 2004, at the EMT-Paramedic level, 29 learners started, and 15 learners ended the course in the Fall of

2005 semester. The Spring EMT-Basic course started out with 26 learners and 20 learners passed the course.
- The results of the EMS program direct and indirect assessments will be submitted in the yearly student learning cycle report.

Table 2.2A – EMS Completion Rates				
Start Date	Course	Students Who Started	Students Who Completed	Completion Rate
2003	Paramedic	28	12	42%
2004	EMT Basic	63	37	59%
2005	Paramedic	26	20	77%
2005	EMT Basic	27	18	67%
2006	EMT Basic	66	54	82%
2006	Paramedic	46	28	61%

Sources: Mid-Year and Final Reports for Improving Student Learning Cycle: 2005-2006.
Note: Reliable data for passing the Illinois Department of Public Health state examination for EMT-Basic and Paramedic certificate completers is not available from the state.

Changes Made in Instruction and Services to Students:
- The College added an academic allied health/nursing advisor to assist faculty and students with program questions, registration, and admission issues.

Associate Degree Nursing

Student Learning Initiatives: Black Hawk College's Associate Degree Nursing (ADN) program is accredited by the National League of Nursing Accrediting Commission (NLNAC). Faculty use the Systematic Plan for Program Evaluation and Assessment of Student Achievement Outcomes as a guide to continuous quality improvement. The guiding principles of the systematic plan act as an integral part of planning assessment activities to assist students in achieving favorable outcomes.

The ADN program has gone through a four-year curriculum renovation. The Fall 2005 semester was the beginning of the new curriculum and the phase-out of the prior format. With this change and the subsequent phasing out of the older format, many new evaluation opportunities arise.

Direct Measures:
- End of program testing by the HESI assessment instrument.
- Until Spring 2005, the Arnett End of Program Testing was used.
- From August 2005 forward, the HESI program tests (pre-program, mid-program and end of program) evaluate progression of nursing knowledge within the curriculum.
- NCLEX-RN results evaluate program outcomes.

Indirect Measures:
- Discussions and meetings with nursing staff and nurse managers of units that employ students.
- Yearly feedback at Genesis Medical Center and Trinity Medical Center's nursing forums.

- Faculty in Associate Degree Nursing curricula are using classroom assessment techniques to monitor student learning and understanding at regular intervals.

Results:

- ADN pass rate on the NCLEX-RN was 76%

Table 2.2B – Associate Degree Nursing Completion Rates			
Start Date	Number of Students Who Started	Number of Students Who Completed	Percentage of Students Who Complete the Program
Fall 1994	43	17	60%
Spring 1995	38	16	58%
Fall 1995	45	26	42%
Spring 1996	37	20	46%
Fall 1996	28	20	29%
Spring 1997	25	13	48%
Fall 1997	31	11	65%
Spring 1998	21	12	43%
Fall 1998	27	17	37%
Spring 1999	19	9	53%
Fall 1999	23	18	22%
Spring 2000	21	15	29%
Fall 2000	29	22	24%
Spring 2001	25	17	32%
Fall 2001	37	21	43%
Spring 2002	34	16	53%
Fall 2002	41	23	44%

Sources: Mid-Year and Final Reports for Improving Student Learning Cycle: 2005-2006. More data is anticipated for most current academic years.

Changes Made in Instruction and Services to Students:
- In the Associate Degree Nursing program, the faculty and Student Success Center are currently developing a series of presentations to help students who find program classes too difficult.
- The College added an academic allied health/nursing advisor to assist faculty and students with program questions, registration, and admission issues.

Practical Nursing

Student Learning Initiatives: Faculty want to make sure that students transition successfully at a "C" level or above through all program courses. Ultimately, the goal is to have students successfully pass professional licensure exams and become employed in hospitals, clinics, nursing homes, physicians' offices, and other health-care settings. Increased monitoring of clinical experiences is occurring to ensure that learning is taking place. New study guides are being developed to support distance learning students.

Direct Measures:
- End of program testing.

- State licensure exam.

Indirect Measures:
- Discussions and meetings with nursing staff and nurse managers of units that employ students.
- Feedback from program advisory board.
- Faculty in Practical Nursing use classroom assessment techniques to monitor student learning and understanding at regular intervals.
- Graduate Survey feedback.

Results:
- PN pass rate on the NCLEX-PN was 79%.

Table 2.2C – Practical Nursing Completion Rates in 2005-2006			
Course	Number of Students Who Started	Number of Students Who Completed	Percent of Successful Completions
PN 101	69	66	90%
PNC 101	65	63	97%
PN 124	46	46	100%
PNC 124	46	46	100%
PN 105	70	62	86%
PN 125	58	57	81%
PNC 125	56	55	98%
PN 108	67	65	94%
PNC 108	63	59	92%

Sources: Mid-Year and Final Reports for Improving Student Learning Cycle: 2005-2006.

Changes Made in Instruction and Services to Students:
- The College added an academic allied health/nursing advisor to assist faculty and students with program questions, registration, and admission issues.

Basic Nurse Assisting

Student Learning Initiatives: Faculty prepare students to successfully pass professional licensure exams and become employed in hospitals, clinics, nursing homes, physicians' offices, and other health-care settings. The results of the Basic Nurse Assisting program direct and indirect assessments will be submitted in the yearly student learning cycle report.

Direct Measures:
- Successful completion of the Basic Nurse Assistant Training Program course.
- Successful completion of 21 skills in a clinical setting.
- End of program testing.

- Successful passage of the Nurse Assistant Training Competency Evaluation Program (NATCEP) written test.

Indirect Measures:
- Discussions and meetings with nursing staff and nurse managers of units that employ students.
- Feedback from program advisory board.
- Faculty in Basic Nurse Assistant Training use classroom assessment techniques to monitor student learning and understanding at regular intervals.
- Graduate Survey feedback.

Results:
- NA pass rate on NATCEP was 94%.

Table 2.2D – Basic Nurse Assistant Completion Rates			
Course	Number of Students Completing Course	Number of Students Passing State Exam	Percent on Pass Rate
NA 100 2005	108	102	94%
NA 100 2006	50 (data incomplete)	49 (data incomplete)	98% (data incomplete)

Sources: Mid-Year and Final Reports for Improving Student Learning Cycle: 2005-2006.

Changes Made in Instruction and Services to Students
- The College added an academic allied health/nursing advisor to assist faculty and students with program questions, registration, and admission issues.

Physical Therapy Assisting

Student Learning Initiatives: This program wants to meet or exceed the guidelines set out by its accrediting agency – the American Physical Therapy Association (APT). Faculty want to make sure that students transition successfully at a "C" level or above through all program courses and are prepared to successfully pass professional licensure exams. Students may work primarily in hospitals, extended care and nursing home facilities, and in private practices.

During academic year 2005-2006, the program set up matrixes to document and analyze APT required data on general education components in foundational sciences (e.g., anatomy and physiology) and behavioral sciences (e.g., sociology). Tracking matrixes for program technical performance expectations in classroom and clinical components are also being designed.

Direct Measures:
- End of program testing.
- State and professional licensure exams.

Indirect Measures:
- Discussions and meetings at program clinical sites.
- Feedback from program advisory board.
- Faculty in Physical Therapy Assisting use classroom assessment techniques to monitor student learning and understanding at regular intervals.
- Graduate Survey feedback.

Results:

Table 2.2E – Physical Therapy Assisting Completion Rates			
Dates Enrolled	Students Who Started Program	Students Who Completed the Program	Completion Rate
2001-2003	22	21	95%
2003-2004	13	12	92%
2003-2005	24	22	91%

Sources: Mid-Year and Final Reports for Improving Student Learning Cycle: 2005-2006.

Changes Made in Instruction and Services to Students:
- The College added an academic allied health/nursing advisor to assist faculty and students with program questions, registration, and admission issues.

Impact of Assessment on Planning and Budgeting:
- One of the most difficult challenges for Nursing at all levels this year was attracting and keeping qualified clinical nursing staff.

Child Development and Teacher Aide Certificate

Student Learning Initiatives: The Child Development AAS Program evaluates change over two semesters of a capstone practicum experience and evaluates aggregated data reflecting achievement of students at degree completion. Faculty in this program are using classroom assessment techniques to monitor student learning and understanding at regular intervals. Please see the appendix for additional information.

Direct Measures:
- Portfolio process is used in Child Development.
- Teacher Aide initiated development of pre-test and post-tests for course objectives in CD 102..

Indirect Measures:
- Students in Child Development have opportunities to share input on the learning environment through faculty-designed classroom assessment techniques (e.g., Muddiest Point).
- Advisory Board comments and feedback.
- Feedback from graduate surveys.
- Student feedback using the daily assessment questionnaire.

Results:
- As noted in graduate survey comments, the integration of Illinois Early Learning Standards into portfolio assignments within the capstone practicum course results in program graduates being able to obtain higher paying jobs in the field.
- The results of the 2005-2006 Childcare Program direct and indirect assessments will be submitted in the yearly student learning cycle report.

Changes Made in Instruction and Services to Students:
- In the child development course CD 204 and CD 214, a faculty member reports that using portfolio assignments in the child development practicum course (i.e., program capstone experience) that focus on the Illinois Early Learning Standards are improving skills.

Fire Service Officer (FSO) and Law Enforcement

Student Learning Initiatives:
- Program outcomes are reviewed and confirmed by the program advisory board and state regulatory agency.
- FSO program aligns completion competencies with required workplace knowledge and skills.

Direct Measures:
- Pre-tests and post-tests are used.

Indirect Measures:
- Faculty-designed classroom assessment techniques are used.
- Feedback from advisory board.
- Feedback from graduate surveys.

Results:
- FSO students show increased success on program final exam – coming in at 100% pass rate on their final exam. This test aligns with competencies used by the Illinois Fire Marshal's qualifying exam.

Changes Made in Instruction and Services to Students:
- Using feedback from its advisory committee, the Law Enforcement AAS Program will increase the type of writing done in courses to reflect a higher level of skills needed for completing work-based reports and documentation.
- Law Enforcement is formulating its end-of-program assessments.
- Students also need higher mathematical calculation and computer knowledge to address requirements of homeland security in Law Enforcement.
- FSO uses results of testing to improve course delivery.

<u>Trade and Technical Programs</u>

Auto Mechanics and Ag Mechanics

<u>Student Learning Initiatives for Auto Mechanics and Ag Mechanics</u>: These areas use pre- and post-tests for area assessment. These tests are evaluated and changed on a two-year cycle. The changes made represent changes in technology, and any changes in the National Automotive Technicians Education Foundation (NATEF) standards that are administered by Automotive Service Excellence (ASE). When these tests are evaluated, poor performance in the area of diagnosis has been noted. This occurs across all areas. The program has changed the text used in these areas to put more emphasis on the troubleshooting and diagnosis of each subject. The instructors have designed labs that support these tasks.

<u>Direct Measures</u>:
- All certificate students will take pre-test in each of the eight areas of ASE tests.
- All certificate students will take post-tests in each of the eight areas of ASE test and will perform at a 70% level which would pass an actual test.
- Certificate students will pass three ASE tests given by ASE.
- All degree students will complete an internship with a qualified training site.
- All degree students will complete technician skill inventory – both individual and supervisor.
- All degree students will meet certificate requirements

<u>Indirect Measures</u>:
- Faculty in trade and technical programs are using classroom assessment techniques to monitor student learning and understanding at regular intervals.
- Each student must complete three assigned tasks from the NATEF task list during a final lab exam. Each student must pass at a 70% level on the practice ASE for the individual class.

<u>Results</u>:
- Faculty observe more students signing up for the National ASE test.
- Classroom instruction has been changed to address the needs that occur for each group of students. All areas of the NATEF are still covered, but with more emphasis on weaker areas.
- All students in the degree program are evaluated by their supervisor at their internship site. This competency based skill inventory is based on the NATEF task standards and is reviewed by the program advisory council. This is the final assessment that is completed on each student.
- The results from Fall semester were a 95% completion rate. Supporting this outcome is a mandatory competency lab assessment designed with input from employers and the advisory council. At the end of each class, the students are assigned a time to report to lab. The student and the instructor are the only ones present. The student gets to pick one competency to perform, and the instructor picks three more. This is performed on a live project that the student has not seen. These must be completed at a 90% level. The students saw this as a value to their skill and have asked to do this two times during the semester.
- MECH 108 students show 11.25% improvement in pre-test and post-test comparisons.
- MECH 102 class shows 6.6% increase in improvement across the term.
- MECH 104 had a positive increase of 0.1% across the term.

- AUTO 107 and 207 showed a 9.45% increase across the term. Analysis did show that there is some weakness in student knowledge on emissions.
- MECH 109 showed a 0.3% decrease across the term.
- AUTO 115 showed an increase of 20% in knowledge on wheel alignment.
- MECH 112 showed a 100% completion pass rate.

Changes Made in Instruction and Services to Students:
- As a result of analyzing the outcomes of the ASE exams, the program faculty are putting more emphasis on diagnostic skills for students. Auto program faculty are seeing an increase in students' diagnostic skills.
- For Spring 2006, a mandatory competency lab assessment is being done at midterm and at finals.
- Faculty are restructuring labs to align with ASE task lists and to move this structure into the other eight areas of the ASE certifying exam objectives.
- The use of pre- and post-tests let the instructors design the classes to help the student gain the most skill possible.
- Faculty hope to see an ongoing increase in students' successfully meeting or exceeding ASE exam competency levels in all skill areas.
- As a result of program skill sheets, faculty are initiating new courses and redesigning how existing classes are delivered. The program now offers the core mechanics classes in the first twelve months that the student is in the program.

Impact of Assessment on Planning and Budgeting:
- Due to feedback on students not achieving strongly in emissions, the program requests current scanners and emission testing equipment.

Engineering Technology

Student Learning Initiatives for Engineering Technology (Formerly Manufacturing Technology): All syllabi in the new Engineering Technology AAS degree program were approved by the BHC curriculum committee. The entire Degree was approved by ICCB. This Degree plan will be available for students in the Fall of 2006.

Machinist Apprenticeship

Student Learning Initiatives for Machinist Apprenticeship Certificate Program: This certificate has accepted five different cohorts of students from the Rock Island Arsenal. Three of the groups were on the BHC campus while two met on the RIA Island. Two of them will be completed by the end of this spring. A new one will start in late June 2006.

Welding

Student Learning Initiatives for Welding:
BHC meets or exceeds Rock Island Arsenal industry standards for MIG welding.

Results:
- As noted by the welding instructor, of the four MIG students who have been invited to date to apply and to be tested by the RIA, all four have passed the inspection and been hired by the RIA to be student welders on the Island.

2.4 – Other Areas of Assessment: English as a Second Language, English Exit Exam Process, Developmental Reading and Math Program Evaluation, Library, Adult Education, Business and Community Education Center, and Student Success Center

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English as a Second Language (ESL)

Student Learning Initiatives: Since Fall of 2002, the ESL Program has used a portfolio requirement for graduation from the program. Since the desired outcome of ESL is to prepare students to function in academic and vocational programs by helping them acquire the necessary language proficiency in reading, writing, listening, and speaking, the faculty and students needed concrete proof that the goal had been met. Other initiatives during 2005-2006 were increased use of CATs by faculty. Online mid-semester and end-of-semester evaluations were completed as discussion board assignments. A letter component was added to the program portfolio. More information on initiatives are available in the appendix.

Direct Measures:
- The portfolio consists of a reflective letter and three pieces of work: an article summary, a written essay involving research, and a seven-minute speech, along with comments students make about each piece.
- The portfolio has become the program's "built-in" reflection – it is the vehicle through which students become aware of what they have achieved while they have been studying day by day. The following are components of the reflection:

  - Students write a letter and are asked to reflect on seven areas.
  - Students look at areas that involve their personal life goals and their language goals. The students are asked to think about their language level when they first started the program and at the time of the portfolio writing.
  - Students write a comparison of the two language levels.
  - Students write about how they will continue to strengthen their skills and work on areas that need improvement.
  - Students finally write their thoughts on study skills and if those skills have been strengthened or acquired in the program.

Indirect Measures:
- Student evaluation of program surveys.
- Student comments on portfolio letters, discussion boards, and classroom assessment tools.

Results:

- The comments from the portfolios have been classified and entered into a database since the Fall of 2002. Some of the following are comments from the students:

  - The ESL program has helped students to meet personal language and study goals.
  - Students note specific language skills acquired and strengthened.
  - Students are particularly impressed on the development of their writing and reading skills.
  - Pronunciation skills have improved, but many students still are not satisfied with their speaking ability. However, they feel they do have the knowledge needed to continue refining pronunciation skills after exiting the program.
  - Students comment that they have learned a lot about American culture and that of their classmates. These insights help students in the workplace and daily lives.

- The last two questions in the portfolio letter ask the students to reflect on the program itself: the organization and the resources. The information taken from these letters has been the impetus for several program changes in several areas.
- The portfolio process gives students a chance to become aware of themselves as learners and allows them to reflect on their journey through the ESL Program. It also allows the faculty to track trends in the ESL program. It has been a valuable tool for student learning and program improvement.

Changes Made in Instruction and Services to Students:
- A change over of the curriculum from five days face-to-face to four days face-to-face with one day online provided more flexibility to the students to manage their time.
- These changes, which were made in direct response to student comments, eased the pressure, and fewer negative comments appeared about homework in subsequent letters.
- One unit in research usually done in ESL 074 will be shortened or eliminated due to student feedback.
- Work has been done with the Student Success Center to improve the use of PLATO software.
- The addition of two more tutors to work in the ESL lab (morning and evening) assisted learning.

English Exit Exam Process

Student Learning Direct Measure Initiative for Strand C: Black Hawk College has followed an exit exam process for students in ENG 091 and EMG 101 classes for over ten years. The results of the exit exams, as well as the student achieving at least a "C" in the classroom outcomes, support students' transition from one level of composition to another. Faculty would also discuss what changes in the composition sequence might have to occur as a result of student performance.

These findings, though discussed among composition faculty and other administrators, were not formally analyzed and reported until the 2003-2004 academic year. Overall, the process has yielded several changes. One is that there is greater classroom emphasis on the conventions of edited American English. Additionally, revision of the exit essay process to incorporate critical response to professional writing now occurs. There is an invitation to faculty and professional staff to be trained and to join in scoring of exit essays.   Finally, changes in classroom strategies to develop student proficiency in responding critically to published essays have occurred.

The purposes of the exit exam are to measure student learning against two of the course objectives for English 101 and to provide feedback to instructors for the improvement of student learning.

Sem.	M-D Enr	First Attempt	Passed	Second Attempt	Passed	Cr. Res.*	Focus	Org.	Dev.	Style	Cor.
F 03	831	562	498 (89%)		70		71	32	70	70	139
S 04	276	192	161 (84%)		26		26	15	54	30	26
F 04	826	596	462 (77%)	125	112 (87%)	13	101	103	108	62	89
S 05	526	378	310 (82%)	71	54 (76%)	24	48	32	49	32	34
F 05						24	63	44	78	49	72
S 06*	462	314	234 (75%)	79	58 (73%)	8	29	9	21	19	23

* Seven students passed on appeal.

This chart shows Enrollment at Mid-date for Composition I, the number who attempted the exit essay at the first opportunity, the number passing on the first opportunity, the number (if available) attempting the re-take or make-up, the number passing on the re-take or make-up, and the distribution of errors in failing essays.

In Spring 2004 faculty grading the exit essays were trained in holistic scoring by Professor William Condon of Washington State University. As a result of feedback from the 2003-2004 scoring session and a review of the objectives for Composition I, the exit essay prompt was altered. Beginning with the Fall 2004 session, the exit essay prompt was a professional essay to which students were expected to write a critical response. *That change required the addition of a new category, "Critical Response," to the other five categories of focus, organization, development, style and correctness. Another change is that scorers for the exit were drawn from the College at large, rather than from the ranks of English faculty. These scorers were trained for Fall 2004 and Spring 2005 by Professor Carl Herzog of St. Ambrose University.

With registration for Spring 2005 the College shifted from ASSET to COMPASS placement. Cut-off scores for the new test are at this point experimental, but early indications (the increase from 276 students enrolled at mid-date in Spring 2004 to 526 enrolled at mid-date in Spring 2005 and anecdotal evidence regarding the lower level of preparedness in Spring 2005) suggest that the experimental cut-off scores may be too low. Pass rates of those taking the exit essays since the implementation of COMPASS are also lower than those of students placed in English 101 through ASSET scores.

CONCLUSIONS
- From Fall 2003 to Spring 2006 there was a significant drop in "Correctness" errors, suggesting improvement in meeting the English 101 objective to "Apply the conventions of edited American English."
- The significant increase in "Focus" errors may be explained by the new and more challenging demands of a writing task that requires a critical response to a published essay. This change has been incorporated to measure student learning against the objective to "Comprehend, analyze, and criticize published and peer writing. In 2005-06, it appears that students are better prepared to respons to published writing than they were when this change was implemented in 2004.
- The experimental Compass scores, put into place for Spring 2005, have an effect on student learning that has not been measured.

EXIT PARAGRAPH RESULTS: FALL 2003 – SPRING 2005
(Error analysis for 2005-06 still pending)

Toward the end of each semester, all students enrolled in English 091 at the Quad-Cities Campus are required to take an exit exam. Students have two opportunities to write a passing paragraph, each with a different topic. The essays are scored by third party readers.

The purposes of the exit exam are to measure student learning against three of the course objectives for English 091 and to provide feedback to instructors for the improvement of student learning. Objectives being measured are: Use appropriate vocabulary, grammar, spelling, and punctuation; Limit, support, and develop a topic; and Compose effective and varied sentences.

Sem	M-D Enr	First Attempt	Pass	Second Attempt	Pass	Focus	No TPC Sent	Org	Lack of detail	Dict-ion	Syn-tax	Trans	Sent. Error
F 03	238	178	149 (84%)		24	7	9	7	21	2	9	8	15
S 04	199	136	120 (81%)	14	14 (100%)	2	3	4	8	0	3	3	9
F 04	252	167	134 (78%)	24	18 (75%)	5	6	6	10	4	13	4	13
S 05	184	124	105 (85%)	14	13 (93%)	3	3	4	5	2	8	2	8
ERROR TOTALS						17	21	21	44	6	31	17	45

CONCLUSIONS

While sentence errors and supporting detail remain the primary errors in failing paragraphs, there appears to be improvement in both areas from Fall 03 to Spring 05. The change from Asset Placement to COMPASS placement, effective with the Spring 05 semester, may have an effect on student preparedness for English 091.

Developmental Reading Program Evaluation

Student Learning Initiatives to Support Developmental Reading: The Developmental Reading program has formal, secondary, and informal assessment approaches.

- Formal Assessment: The *Degrees of Reading Power* standardized testing instrument was adopted for use in the reading program beginning with the 2002-2003 academic year. The purpose of the *Degrees of Reading Power* (DRP) test is to measure how well students are able to construct meaning from prose material. The DRP test generates scores that are interpreted in terms of the readability level of prose that a person should be expected to read. For example, a DRP score of 70 implies that a student could be expected to read, with 90% comprehension, the average freshman college textbook, which also has a DRP index of 70.
- Mandatory pre- and post-testing using the DRP began in the 2002-2003 academic year. This test serves the reading program on several levels.

- Secondary Assessment. The pre-test is administered during the week prior to the start of classes as well as during the first week of classes. Students registered in REA 093 who meet the mastery level for REA 093 are allowed to move into REA 098. Students registered in REA 098 who meet the mastery level for REA 098 are allowed to drop the course and enroll in a college-level course. The pre-test thus serves as a secondary assessment confirming the accuracy of COMPASS scores that are used to place students into developmental reading.
- For Fall 2005 and Spring 2006, a total of nine students "tested out" of REA 093, and thirty-five students "tested out" of REA 098. The pre-test thus allowed forty-four students to save both time and money in 2005-2006.

Gain Scores Measure:
- One program impact measure is the degree to which students improve reading achievement levels during the course of the semester. Gain scores are measured using a pre- and post-test. All students in REA 093 and REA 098 are required to take the DRP pre-test and the DRP post-test.
- Program level gain score results are computed using a paired-samples t test. The paired-samples t test procedure evaluates whether the mean of the difference between the two variables (pre-test scores and post-test scores) is significantly different from zero. The mean of the difference is thus the gain score.
- Gain scores are computed by course by semester. The chart later in this section displays the pre- and post-test group means as well as the mean difference (group gain score). The results are discussed later in this report.
- Class gain scores are reported to each reading faculty person for each section taught. The DRP class report, compiled by course and section, notes the group mean for each section. Additionally, faculty have the individual gain score for each student in their classes. While class and individual data are not addressed in this report, faculty do have access to these gain score data for their own formative evaluation purposes.
- Exit Test: The reading discipline faculty implemented mandatory, competency-based exit testing for all REA 093 and REA 098 enrollees beginning with the Fall 2003 semester. To complete their reading course successfully, students must receive a "C" or better for the course and meet the minimum competency score on the DRP post-test. Exit test results are discussed later in this report.

Informal Assessment:
- While the DRP provides an observable measure of overall reading achievement level, it does not address specific skills essential to successful and efficient academic reading. Such skills form the basis of the course objectives as detailed in the official syllabi for REA 093 and REA 098. Reading faculty, meeting at the beginning of the Fall 2004 semester, chose an informal (non-standardized) tool to address each of the objectives of the two developmental reading courses.
- The instruments were the "Diagnostic Tests" which accompany the test banks for the REA 093 and REA 098 textbooks. All reading faculty incorporated the appropriate "Diagnostic Test" into their final exams for REA 093 and REA 098.
- For the 2005-2006 academic year, faculty modified the informal assessment instrument to more closely align with course objectives. The charts that appear later in this section display the data obtained using these informal course objectives measures.

Discussion:

- Formal Assessment-Gain Scores and Group Means**:** The data from academic year 2005-2006 pre- and post-testing were subjected to statistical analysis. Summaries of these analyses appear later in this section, along with parallel data obtained for the 2002-2003, 2003-2004, and 2004-2005 academic years. The data reveal that 2005-2006 pre-test and post-test means remain fairly stable for REA 098 when compared to 2003-2005.

- For REA 093 the pre-test and post-test means are noticeably lower than the pre-test and post-test means for the previous four semesters. The average pre-test mean for 2005-2006 is 50.19 while the average pre-test mean for 2003-2005 was 55.05. The average post-test mean for 2005-2006 is 57.47, and the average post-test mean for 2003-2005 was 60.48. This represents a 4.86 point decrease in 2005-2006 pre-test score mean compared to the pre-test score mean of the previous four semesters.

- The 2005-2006 post-test score mean is 3.01 points lower than the post-test score mean of the four previous semesters.

- In contrast, the same pre-test and post-test comparison for REA 098 shows a difference +0.32 points for 2005-2006 pre-test compared to 2003-2005 pre-test and +0. 19 points for 2005-2006 post-test compared to 2003-2005 post-test.

- These results would seem to confirm the reading faculty observation that 2005-2006 REA 093 students appeared to function at a lower level upon entry than had been the case in previous semesters. Attention to this particular statistic in future semesters may help establish this finding as trend or an anomaly.

- The average gain score for 2005-2006 for REA 098 is 3.9 which is slightly lower than the 4.0 average gain score for 2003-2005. While the average gain scores for REA 098 are fairly stable, those for REA 093 show considerable variability.

- The average gain score for 2005-2006 for REA 093 is 7.3 and is considerably higher than the average gain score of 5.4 for 2003-2005.

- The fall semester REA 093 gain score is 5.4 which is identical to the average gain score of the four previous semesters.

- The Spring 2006 gain score of 9.13 raised the REA 093 gain score average for 2005-2006 and may well be tied to the very low REA 093 pre-test average score for Spring 2006.

- Within the limits of individual student ability, students who score lower on the pre-test tend to make greater gains on the post-test. While the Spring 2006 average pre-test score at 47.65 was 7.38 points than the lower 2003-3005 average pre-test score of 55.03, the average post-test score of 56.78 was just 3.70 points lower than the 2003-2005 average post-test score of 60.48

Table 2.4A --REA 093 Pre-test/Post-test Results: Degrees of Reading Power Fall 2002-Spring 2006

Semester	Pre-test Mean	Post-test Mean	Mean Difference	*Statistically Significant Difference?
Fall 2002**	56.78	57.82	1.04	no
Spring 2003	58.36	61.36	3.00	yes
Fall 2003***	55.23	60.18	4.95	yes
Spring 2004	55.41	60.59	5.18	yes
Fall 2004****	55.40	60.40	5.00	yes
Spring 2005	54.16	60.74	6.58	yes
Fall 2005	**52.72**	**58.16**	**5.44**	**yes**
Spring 2006	**47.65**	**56.78**	**9.13**	**yes**

*.05 level of significance

Table 2.4B--REA 098 Pre-test/Post-test Results: Degrees of Reading Power Fall 2002-Spring 2006

Semester	Pre-test Mean	Post-test Mean	Mean Difference	*Statistically Significant Difference?
Fall 2002**	61.65	62.94	1.29	no
Spring 2003	61.63	62.35	0.72	no
Fall 2003***	63.44	68.42	4.98	yes
Spring 2004	60.95	65.14	4.19	yes
Fall 2004****	63.96	68.06	4.15	yes
Spring 2005*****	63.37	66.07	2.70	yes
Fall 2005******	**64.34**	**67.56**	**3.22**	**yes**
Spring 2006	**62.17**	**66.66**	**4.49**	**yes**

*.05 level of significance
**2002-2003-pilot test year. Post-test had no bearing on passing the course.
***2003-2004-post-test used as an exit test. Students must pass the exit to pass the course.
****2004-2005-minimum acceptable exit test score raised for both REA 093 and REA 098
*****2005 Spring-begin using COMPASS for placement
******2005 Fall-minimum acceptable exit test score raised for REA 098

Formal Assessment-Exit Test. The DRP post-test serves as the course exit test. All teachers administer the exit test during the 14th week of the semester. The 2005-2006 academic year is the third year the exit test has been a mandatory part of the curriculum. Last year (2004-2005) the minimum acceptable score was raised for both REA 093 and REA 098. This year (2005-2006) the minimal acceptable score was raised for REA 098.

Of 75 REA 093 students who took the exit text in Fall 2005 (5 of 5 sections reporting), 10 failed to achieve the minimum cut score. Of 217 REA 098 students who took the exit test in Fall 2005 (14 of 14 sections reporting), 12 failed to achieve the minimum cut score. For Spring 2006, of 25 REA 093 students who took the exit test (2 of 2 sections reporting), 3 failed to achieve the minimum cut score. For Spring 2006, of 106 REA 098 students who took the exit test (8 of 8 sections reporting), 5 failed to achieve the minimum cut score. For the 2005-2006 academic year, 13 REA 093 students (13.0%) and 17 REA 098 (5.3%) students failed the exit test. Consistent with 2004-2005 parallel data, the total number of failures as well as the corresponding percentages is less than would be expected in light of pre-test scores that would seem to indicate a greater number of students would likely have difficulty achieving the post-test minimum score. This is particularly true for REA 098. While data have not been compiled to address the discrepancy between this expectation and the actual results, informal teacher observation indicates a sizable number of students with very low pre-test scores drop out of class before the post-test is administered. Additional observation indicates students who fail the course on grades, usually fail the exit test as well. Rarely does a student earn a passing grade in the class but fail the exit test. There are also a small number of students who pass the exit test and have passing course grades, but who fail to complete the course.

Informal Assessment. Results of the informal tests of attainment of course objectives are displayed in the tables on page 6. (Course objectives for REA 093 and REA 098 appear in Appendix B.) Reading faculty crafted new informal instruments for both REA 093 and REA 098 as a result of dissatisfaction with the DiYanni "Diagnostic Tests" used in 2004-2005. Items for the current informal instrument were drawn from the tests banks that accompany the REA 093 and REA 098 tests. Because of this change, data from 2005-2006 cannot be compared to the 2004-2005 data.

While recognizing limitations of this informal instrument, a review of the charts does reveal some areas which merit attention. The scores for recognizing details for both REA 093 and REA 098 are quite low as is the critical reading score for REA 098 and the fact and opinion score for REA 093. Conversely, for Fall 2005, REA 093 scores for using flexible reading rates and using study skills are high, as are Fall 2005 REA 098 scores for identifying patterns of organization and using study skills. Additionally, for Spring 2006, REA 098 students did quite well in recognizing the main idea.

Table 2.4C--REA 093 Course Objectives Measure: Diyanni Diagnostic Test
Fall 2005-Spring 2006

Objective Quest #	*Fall 05 # correct / total n	Fall 05 Percent	**Spring 06 # correct / total n	Spring 06 Percent
Comp A (1-9)	320 / 468	68.4%	132 / 225	59.6%
Vocab B (1, 2, 3, 4)	140 / 208	67.3%	60 / 100	60.0%
Main Idea C (5, 6)	78 / 104	75.0%	35 / 50	70.0%
Details C (7)	22 / 52	42.5%	6 / 25	24.0%
Fact/opinion D (8)	34 / 52	65.4%	14 / 25	56.0%
Flex rate E (9)	46 / 52	88.5%	19 / 25	76.0%
Study Skills F (9)	46 / 52	88.5%	19 / 25	76.0%

 * 5 of 5 sections reported
** 2 of 2 sections reported

Table 2.4D--REA 098 Course Objectives Measure: DiYanni Diagnostic Test
Fall 2005-Spring 2006

Objective Quest #	*Fall 05 # correct / total n	Fall 05 Percent	*Spring 06 # correct / total n	Spring 06 Percent
Comp A (1-10)	1419 / 2040	69.6%	673 / 1010	66.7%
Vocab B (1, 2, 3)	515 / 612	84.2%	244 / 303	80.5%
Main idea C (4)	171 / 204	83.8%	89 / 101	88.1%
Mj/mn details D (5, 6)	178 / 408	42.0%	94 / 202	46.5%
Critical rdg E (7, 8)	190 / 408	46.6%	806 / 202	39.6%
Flex rate E (10)	182 / 204	89.2%	82 / 101	81.2%
Org patterns G (9)	183 / 204	89.8%	84 / 101	83.2%
Study skills H (10)	182 / 204	89.2%	82 / 101	81.2%

* 14 of 14 sections reported
** 8 of 8 sections reported

Changes Made in Instruction and Services to Students:
- Reading faculty continue to monitor the reading curriculum to ensure maintenance of a strong curriculum with high standards careers.
- All sections of developmental reading use the same rigorous textbook accompanied by a textbook reader. Beginning with the Fall 2006 semester a common vocabulary textbook will be mandatory for those teachers who used a vocabulary text.
- Encouraging and maintaining uniformly high standards for student performance in all reading classrooms is an ongoing activity.
- Classroom policies were reviewed in September 2005. Full-time reading faculty have adopted common classroom policies for homework and quizzes: late homework is not accepted; there are no make-ups of missed quizzes. These policies are aimed at encouraging students to become accountable and responsible for their actions and choices. A third common policy is mandatory final exams for all students.

- In addition to testing mastery of course objectives, this policy is aimed at ensuring all developmental reading students have the experience of taking a final exam as some students come to college not having done so.
- Additionally, all full-time reading faculty use MicroGrade and post students grades to WebGrade. This practice is intended to encourage students to self-monitor their progress.
- Teachers are encouraged to consider how class grading standards and practices can become more accurately aligned with attainment of learning objectives. To this end, teachers must not fail to recognize that the exit test as implemented is a minimal competency test, not a mastery test.
- In October 2005, reading faculty considered the level of minimal competency that is acceptable for the Degrees of Reading Power exit text. Faculty also considered revising the DRP mastery level cut score for REA 093 pre-test.
- Faculty examined the minimal competency score used for the reading exit test. Faculty were comfortable with the minimal competency cut score for the REA 093 exit test (40 raw score points), but felt the standard for REA 098 students should be raised.
- After examination of data from previous semesters and consideration of independent and various instructional levels, the reading faculty agreed to raise the REA 098 DRP exit test cut score from 45 to 48 raw score points. The change was effective for the Fall 2005 semester. The issue will be revisited upon examination of 2005-2006 data with the goal of raising the minimal standard to 50 raw score points.
- Faculty agreed to lower the mastery level cut score on the DRP pre-test for students enrolled in REA 093. That cut score was lowered from 60 to 55 raw score points beginning with the Spring 2006 semester. This means that any REA 093 enrollee who scores 55 or more on the DRP pre-test can waive REA 093 and enroll in REA 098. From experience and observation faculty agreed that students scoring in the 55-59 range are more appropriately placed in REA 098.
- In November 2005, reading faculty crafted new informal instruments for both REA 093 and REA 098 as a result of dissatisfaction with the DiYanni "Diagnostic Tests" used in 2004-2005. Items for the current informal instrument were drawn from the tests banks that accompany the REA 093 and REA 098 tests.
- Faculty agree that while this informal assessment instrument is an improvement from the DiYanni "Diagnostic Tests" used in 2004-2005, it must be monitored for perceived effectiveness in measuring course objectives and revised as appropriate.
- Reading faculty worked on revising syllabi for the three reading courses the Spring 2006 semester. This effort was directly tied to informal course objectives assessment project. Course objectives for REA 093, REA 098, and ENG 103 were rewritten so that each objective is discrete and more readily measured.
- Also, course titles were changed to more accurately reflect the intent and content of the courses. Requested changes are as follows: REA 093 "Developmental Reading I" to be changed to "Academic Reading I"; REA 098 "Developmental Reading II" to be changed to "Academic Reading II"; ENG 103 "College Reading Skills" to be changed to "Advanced Academic Reading." The requested revisions and changes will go the Curriculum Committee early in the Fall 2006 semester.

Developmental Math Program Evaluation

Student Learning Initiatives: The eight full and part-time faculty within mathematics have worked over the last three years on analyzing, planning, implementing, and – based upon study results – improving the

delivery of MATH 080 to support student learning. Approximately 870 students were reviewed from 2003-2006.

Data analysis for MATH 080 continues. Baseline data collection began Fall 2003. The department is currently in the third year of the study with data collection and analysis from Fall 2005. It was decided that data from fall semesters would be compared to data for fall semesters of consecutive years. Therefore, Fall 2003 was compared to Fall 2004, and Fall 2004 was compared to Fall 2005, etc. Data from summer school classes was included in the fall semester tallies. Baseline data for spring semesters was gathered in Spring 2004 and was compared to Spring 2005.

Results:
- Fall 2005 data showed several areas of decline over Fall 2004. These included decline in learning objectives concerning arithmetic operations, percentages, ratios, proportions, measurement systems, geometry, daily applications and estimation. Percentage decline ranged from 1% (estimation) to 12% (measurement systems). Learning objectives concerning topics of geometry and estimation improved slightly at 1%.

Changes Made in Instruction and Services to Students in Math 080:
- Full-time and part-time mathematics faculty that currently teaching MATH 080 or had taught MATH 080 in the past have met, reviewed data, and recommend several changes.
- Faculty found out that unit fractions were getting taught using a variety of methods, including proportion set ups with – depending on the instructor – no emphasis on unit fraction conversion.
- Through conversation with faculty from the science areas, it was noted that one of the most important methods of conversion was using unit fractions.
- It was decided among MATH 080 faculty that conversion would be taught using unit fractions, and no credit would be given unless all work from the fractions was shown.
- Instructors were welcome to teach other methods as well, as they saw fit, understanding that unit fractions were a must.
- Most faculty were assigning similar homework problems to students. After analysis of the geometry question on the assessment, it was discovered that specific questions involving perimeter were not being assigned in the homework. This was changed in the master syllabus.
- A quiz over definitions and examples should be done with every chapter.
- In-class exercises and follow with group discussion should be done.
- Frequent mini assessments during class (i.e., CATS, problems, etc.) should be done.
- Use group work.
- Have students work at the board.
- Use worksheets and take-home quizzes to supplement other assignments.
- Faculty also decided that the course assessment would be better given the week prior to (and separate from) the final, since some students realized that their course grade would not be affected by their score on the final exam.

Library

Student Learning Initiatives: The Library did "50 minute one-shot" instructional events. During 2005-2006 the Library did its first cycle of assessment linked to the general education literacy statements.

Direct Measures:
- Searchpath tutorial module quizzes are used. Checking on reliability of instrument.

Indirect Measures:
- Anecdotal feedback from faculty.
- End-of-term surveys.
- One-minute papers.

Results:
- Identified three new learning strategies.
- Identified better research resources for assignments.

Changes Made in Instruction and Services to Students:
- The availability of Searchpath, an online library tutorial, contributed to fewer in-classroom instruction sessions. The need to assess students' skills after completion of the online tutorial is warranted.
- Reconfigured session outcomes to focus on most essential learning objectives.

Impact of Assessment on Planning and Budgeting:
- Faculty sometimes require second visit to convey information on research.
- More library time is needed to facilitate pre-planning sessions with faculty.
- A quiz pilot tests for concepts in ENG 101 will begin.

Adult Education

Student Learning Initiatives: The Adult Education area tracks five major core outcomes as part of its student learning goals to meet College, state, and federal requirements.

Core Measurements and Results:
- The first core outcome tracks the number entering and completing programs. In twelve completion categories of beginning to advanced Adult Basic Education (ABE) and non-credit English-as-a-Second Language (ESL) tracking indicates that Black Hawk College programs meet or exceed federal target percentages in all twelve categories.
- The second core outcome tracks students who entered employment through vocational skills and departmental programs. There were 1,456 completers. Of these, 657 entered employment, and 45.12% retained employment, which is above the federal target of 42%.
- The third core outcome looks at students who are retained in employment through vocational skills and departmental programs. There were 657 completers, and 512 retained employment. This is 77.93%, which exceeds the federal target of 70%.
- The fourth core outcome reviews students who receive a secondary school diploma or GED. Through the GED and Optional Education programs, there were 657 with a primary or secondary goal to complete the GED or get a high school diploma. Of these, 152 achieved this goal. This is 23.14%, which is below the federal target of 35%.

- The fifth core outcome looks at placement of students into post-secondary education or training through department programs. There were 732 separate learners. Of these, 256 entered post-secondary courses or training. This is 34.97%, which exceeds the federal target of 16%.

Changes Made in Instruction and Services to Students:
- Using the results of focus groups during the Fall 2004 and Spring 2005 semesters, the department continues to assess curriculum, instruction, and education activities for applicability and support of student advancement and learning.
- In the English-as-a-Second Language (ESL) discipline, student needs are monitored to enhance learning opportunities. In Fall 2005, educational advancement for Level Five students increased by the offering of a "bridge course" (i.e., Level 5B) to offer transition from non-credit to credit ESL.
- The focus discussions also have increased the use of PLATO – a Web-based academic learning tool – as a support to GED and High School Completion disciplines' learning activities. Advanced training for faculty in these disciplines is being planned. Students also benefit from the PLATO system, particularly the self-assessment tools.

Business and Community Education Center

Student Learning Initiatives: At the Business and Community Education Center (BCEC), students meet expected performance levels in all programs through documented testing outcomes. The Center compiled student evaluations into a composite chart. Massage Therapy and Body Work Program created a handbook to set standards and guidelines for student learning processes. This program implemented a pre-class survey to help determine student needs and the sources through which students learn about BCEC programs. The Travel Program students were interviewed at mid-class to determine their success and needs. BCEC met with various advisory boards including Massage, Travel, Seniors, and College for Kids to confirm teaching methodologies and implement new ideas. Also, BCEC began putting together an advisory board for certifications to assist with community support and to gather new ideas and methods for presenting classes or programs. Staff met with directors of similar departments at other community colleges to share ideas for implementing programs and presenting curriculum. The staff researched program content at community colleges at a national level and contacted people responsible for programs to discuss program viability and began compiling self-assessment data to assist with continuous quality improvement of instructional activities.

Direct Measures:
- Industry and educational certifying exams.
- Final exams.
- TAP certification test in Travel, Tourism, and Hospitality.
- Final exams and certification tests in certification programs (credit-producing, non-college credit).
- Pre- and post-test scores, final exams, and final projects are used in career-related programs (credit-producing, non-college credit).

Indirect Measures:
- Student and instructor surveys are given after every class or program is completed.
- Feedback from companies sending employees to classes.

- Student evaluation of class.
- Feedback from students after passing certification exam and on the job.
- Student evaluation of class.
- Feedback from companies.
- Program referrals from past students.
- Repeat business from past customers and businesses.

Results:
- As shown on the outcomes of ACT certifying exams, paraprofessionals pass at a rate of 92% or higher.
- Individuals taking the Society of Human Resource Manager classes over the past two years show an 80% pass rate success on the certifying exam.
- The center also responds to mandatory training grant needs under the Illinois Environmental Protection Act to help certify Illinois water operators.
- Travel, Tourism, and Hospitality has a 100% pass rate on TAP test as reported by students.
- Massage Therapy graduated 29 students. Currently, there is no mechanism for determining who passes the national exam.
- Feedback from students on CM certifications indicate a 100% pass rate. For PHR and SPHR in FY05, 57% of students passed certification on the first attempt.
- As reported from ACT results, 78% of the paraprofessional students completed all four requirements of the paraprofessional certification.

Changes Made in Instruction and Services to Students:
- Based on feedback from participants and instructors, BCEC adjusts class content to meet the community's needs.
- Comparisons with other programs at other community colleges and, in some instances, with industry benchmark standards, prompt changes to be made with classes and programs.
- Student and instructor survey feedback is being analyzed to assist with program adjustments.
- The presentation of the A&P class was realigned to better meet student learning needs.
- New evaluation forms (instructor, peer, client) were created for the purpose of evaluating the students.
- Implemented the use of massage therapy-related DVD's for the purpose of introducing various modalities.
- Input from area massage-related businesses: Students are taken to area businesses to help them determine how they might best fit their newly learned skills into the massage-therapy profession.
- Massage student handbook compiled and distributed. The handbook is required to be read by each student upon program entry and each student is required to sign and date the agreement form which states that each student understands the commitment to this program and expectations of the learning experience.
- In Certification Programs, a blended approach to include online activities has been added to certain classroom courses for certification exam prep to improve success rate.
- In Career-related Programs, an adjusted paraprofessional curriculum has been implemented to better assist students with testing requirements. A basic math class was added to assist with this.

Impact of Assessment on Planning and Budgeting:
- The continuous quality improvement of instruction and activities assists the coordinator with recruitment and retention activities.
- Improved evaluation forms assist the coordinator and advisory board with determining effectiveness of program instruction, planning, and practicum.
- Addition of DVD's minimally impacted the budget.
- Certification Program course offerings expanded as a result of successful certification exam results to address recertification needs.

Student Success Center

Student Learning Initiatives: The Student Success Center assists with tutoring and many instructional support services to increase academic success for Black Hawk College students. While the College continues to use PLATO as an educational resource for students to enhance their skills and knowledge in a number of academic subjects, similar data to what were reported in Cycle 2004-2005 were not collected in Cycle 2005-2006. Reports do show that there were 133 students actively using PLATO during the Spring 2006 semester.

Data collected on students who used tutoring services include demographic information, students' purpose for using the service, number and time spent in tutoring sessions, course grade of students for the subject being tutored. Students who receive tutoring services are asked to complete a survey that included five key elements, using a scale of one to four, with four being the highest. A copy of those results are available upon request.

The TRIO Student Support Services Program is also a component of the Student Success Center (SSC), serving 225 qualified students from low-income, first generation, or disability status. Enhanced services, including academic advising, transfer assistance, workshops, cultural events, equipment loan, and individual tutoring, are offered to these students to assist in retention and graduation efforts. Students are asked to complete satisfaction surveys each semester. The results of the Spring 2006 semester are attached. Data collected on these students include demographic information, persistence rates, graduation and transfer rates, academic standing, GPA, and services received. This information is reported yearly to the U.S. Department of Education.

Direct Measures:
- Competency-based diagnostic and performance tests through the use of PLATO, computer-assisted software.

Indirect Measures:
- Student evaluation and feedback regarding services.

Results:
- The tutoring service area collects data on participating students – such as demographics, the students' purpose for seeking assistance, the number of tutoring sessions, the intent to enroll in a next semester class, and the course grade received.
- Evaluations of tutoring processes are done throughout the academic year. The feedback from the evaluations allows students to let tutoring personnel know effectiveness of services so needed adjustments can be made.
- PLATO – a computerized Web-based product – allows students to get diagnostic testing and competency-based support for many academic disciplines. Students can work on computers in the Student Success Center or may access this material on the Web on their home computers.

Changes Made in Instruction and Services to Students:
- As a result of student concern regarding math tutoring services, a plan was developed to create a Math Tutoring and PLATO Lab in Building 3. This plan will bring services in proximity to where math classes are held.
- A tutor who has competency with higher-level BHC math courses is sought.

2.5 – Course/Class Level

In order to enhance the end results of general education and program-level outcomes, College faculty and academic administration work hard to maintain the foundational structure of the learning process – the generic course outline or syllabus. The College continues a cycle of reviewing and maintaining generic syllabi that contain measurable learning objectives and methods of assessing stated student learning outcomes in order to align with expectations of the Illinois higher education goals.   The Senate Curriculum Committee created new course input forms to reflect these needed changes, and academic departments began updating generic syllabi beginning in 2002 until the present to match this requirement. It is anticipated in academic year 2006-2007, updates of College curricula will align with and follow the ICCB Program Review five-year cycle. (See Appendix 6.4.)

Academic departments continue to learn how to improve student learning by regularly monitoring learner feedback at the course level. The following are some feedback examples drawn from transfer and career and technical areas:

- Analysis of the pre-and post-test results has led to changes in individual courses. These changes include emphasizing certain topics, changing the presentation methods used in class, and adopting varied classroom assessment techniques.

3.0 – Faculty Support and Development

In order to support the ability of faculty to respond to the changing needs of student learners and to explore and adopt new teaching techniques, the College supports faculty through the use of its Teaching/Learning Center (T/LC). Since the Higher Learning Commission's visit in 2002, Black Hawk College has made great strides in establishing an academic climate of data-driven decision making. Under the leadership of the Student Learning Committee through the Faculty Senate and the support of the Teaching/Learning Center, the College has been able to assist faculty and department chairs in learning about and developing effective practices for the following:

- Classroom assessment of student learning, including the development of tools to collect classroom assessment data and ways to use the data to improve instruction and the achievement of student learning outcomes;
- Program-level assessment, including the use of student learning data to strengthen program planning for specific certificate, degree and transfer programs; and
- Institutional-level assessment, including the use of student learning data to track general education outcomes and to contribute to the College's strategic planning process

The purpose of the Teaching/Learning Center (T/LC) at Black Hawk College is to support a diverse faculty as they work to promote student learning. The faculty audience is diverse in many ways: teaching styles, level of teaching experience, academic disciplines and the instructional traditions within them, expertise in using technology to promote student learning, availability to attend professional development events, and knowledge about how to effectively promote and assess student learning. This diversity demands that the T/LC collect its own "student learning data," so that it can marshal its resources and establish its priorities in ways that meet the needs of all faculty constituents. Needs assessments, event evaluations, focus groups, and impact surveys assist the T/LC in making decisions to best serve faculty needs. In addition, institutional data related to student learning (e.g., retention, CCSSE, etc.) are regularly reviewed to identify areas of need and to support these needs by accessing College human and fiscal resources.

In using this data, the T/LC develops an effective, efficient, appealing and responsive range of services. Additionally, the information assists in selecting topics, locations and delivery methods for learning events and resources and in designing targeted marketing approaches to promote the center's events, resources, and services. The data help target delivery of appropriate and accessible events and resources for as many faculty constituent groups as possible (e.g., new faculty, evening adjuncts, online instructors, "early adopter" technology-oriented faculty, East Campus career instructors, Outreach adult educators). Moreover, knowing the needs supports the T/LC's ability to identify budget priorities, such as needed software, equipment, books, conference attendance, facility changes, and internship priorities – as well as determining T/LC staff development needs, especially in the areas of new technologies, hot topics in higher education, institutional priorities, and other emerging topics.

As Black Hawk College moved toward establishing its climate of data-driven decision making in academic instruction, the Teaching/Learning Center and Student Learning Committee worked together to encourage learning about meaningful assessment at all levels. Activities included the following:

- Faculty courses on using CATS (Classroom Assessment Techniques).
- "Conversations on Learning" events about student learning topics, such as learning styles, critical thinking, group projects.
- Workshop events focusing on skill development in designing rubrics, objective/essay tests, performance assessment.
- Professional development events focusing on program assessment offered to department chairs and other key personnel involved with student learning activities at the College.
- Annual *Faculty Guide to Student Learning* monographs, comprised of tips, strategies, tools, and resources.
- Assessment templates for departmental use in collecting/reporting student learning data.
- One-on-one consulting by T/LC staff in helping individual faculty or department chairs develop assessment plans and tools.
- Resource Website providing access to sample assessment tools, strategies, informative articles for faculty.
- Sponsored attendance at regional, state and national assessment conferences, followed by sharing "lessons learned" with other college groups.

Additionally, the College has focused resources and support to utilize campus, state, and national speakers on the topic of assessment and teaching/learning. The following is a summary of key events held during the fall and spring assembly day activities from Spring 2002 through Spring 2006.

Faculty Development on Assessment and Teaching/Learning

- BHC Plan for Assessment of Student Learning.
- Workshop Presentation by Janet Freed—"Learner-Centered Assessment."
- Syllabus Workshop—"Aligning Faculty Syllabus to New Learner-Centered Guidelines" (Presenters: Student Learning Committee Members).
- Preparing Faculty Professional Development Plans.
- Conversations on the Self-Study Criterion.
- Overview of the BHC's Self-Study Report to the Higher Learning Commission.
- Workshop by Topper Steinman—"Conflict Management/Resolution."
- Student Learning Best Practices.
- Workshop Presentation by Amy Nimmer—"Giving and Receiving Feedback."
- Preparing for Using COMPASS and Degree Audit.
- Student Retention Strategies.
- Planning Workshop on Identifying Program Outcomes and Alignment with General Education and/or Occupational Requirements.
- Presentation on Illinois and National Approaches to Student Learning by Dr. Allatia Harris (Dallas County Community College District) and David Deitemyer (Moraine Valley Community College).
- Workshop by Dr. John O'Brien (Minnesota State Colleges and Universities)—"Demanding Technology: Understanding the New Student."
- Faculty Leadership for Student Learning: Lessons Learned from Fall 2004.
- Fostering Student Engagement.
- Workshop by Dr. John Jasinski (President of Jaskinski Consulting Services and former Associate Provost at Truman State)—"Organizational Assessment/Performance Improvement."
- Updates on Student Learning.
- Presentation on Faculty Development Leave Experiences and International Travel Exchanges.

4.0 – Appendices

4.1—General Education Review Team Comments
August 17, 2006 Meeting

GENERAL COMMENTS:

The meeting began at 1:00 p.m. in the Black Hawk Room. Those attending were the following: Marilyn Bartels, Bettie Truitt, Paul Cioe, Traci Davis, Alan Abbott, Jeff Spanbauer, Linda Lindaman, Dale Huntley, Roger Grundstrom, and Victoria Fitzgerald. A packet of information was distributed to each member.

After welcome and introductions, the group reviewed the outcomes for general education and for cycle 2005-2006. They were the following:

- The purpose statement for general education was affirmed by the Student Learning Committee and the District Senates. The statement is listed below:

Purpose Statement for the General Education Review Team:

The General Education Review Team (GERT) will serve as an Ad Hoc planning group to the BHC Senate Student Learning Committee. The team will assist in a review of the College's general education outcomes-- in the context of the student learning yearly cycle data. The group will also offer ideas, feedback, and direction to the Student Learning Committee, the Senates and their faculty constituents, and the College administration on the topic of General Education.

- Academic departments completed the work identified by the GERT committee during cycle 2004-2005 to align course objectives to the General Education strands to determine gaps. The confirmation of this work is noted in the departmental student learning reports for cycle 2005-2006.

- The Student Learning Committee's language on encouraging academic departments to participate in the assessment of general education was approved by the District Senates and included in the *Faculty Guide for Assessing Student Learning Cycle: 2006-2007*. The steps are listed below:

- Each department will continue to report on assessment activities that measure learning objectives that correspond to their strand on the General Education Grid in the Student Learning Departmental Report.
- Each department will also include a plan for future assessment of other learning objectives in the corresponding strand on the General Education Grid in the Student Learning Departmental Report.
- Each year, the General Education Review Team (GERT) will review each Student Learning Departmental Report and give its findings to the Student Learning Committee. The Student Learning Committee will develop recommendations to address any gaps in general education assessment.
- Student Learning Committee members will report back to their departments. In this way, improvements based on assessment from the Student Learning Report will be fed back to each department.
- The general education review process will be assessed annually by the Student Learning Committee and will be evaluated formally every three years by the Student Learning Committee with input from invested parties. The Student Learning Committee will then make recommendations to the Faculty Senates.

The group then began the review of the 2005-2006 information. Committee members reviewed the *HLC Progress Report Executive Summary* that included information from 2003-2006 and also received copies of the expanded information on general education from the complete *HLC Progress* Report and departmental reports by strand. Team members were clustered by strand and received a worksheet to guide their review process (Note: a sample worksheet is included in the appendix to this report). This activity took about an hour. At the end, the team members debriefed on their observations on what was present in this report. The first step was to discuss the group's general observations. The following are comments and suggestions from that discussion:

- Consider the impact on the accuracy of data in some strands (e.g., with pre-tests and post-tests) if students had taken prior courses in general education or had prior content knowledge.
- Consider the positives or negatives of using information gathered from institutional level tests (e.g., CAAP) vs. course/program information.
- Academic year 2006-2007 may be a good time to begin doing an "assessment" of BHC's general education assessment process and also preparing suggested criteria for research methods.
- Consider surveying faculty on their efforts to help students with math, English, and writing competencies in courses and sharing these ideas.
- An observation: What happens if a student in psychology courses can't read a graph—who's responsible to remediate that lack of knowledge?
- Reading skills in students seems very important in academic success. Consider how the College could offer more strategies or services to support this need.
- As course objectives are aligned with the strand, this alignment should support the sub-strand areas.
- Consider having a library course of .5 credit to assist with supporting literacy across the curriculum.
- Some disciplines and strand areas are including adjuncts in the assessment process (e.g., pre-test and post-test processes). Consider strengthening or expanding outreach to adjuncts, so that student learning data can be gathered more comprehensively.

- It would be helpful to set aside more time for disciplines to meet and dialogue regarding student learning initiatives. A point to consider would be how discipline information should be reported (e.g., separately, with department information, or in more than one way).
- Examine what would be useful strategies to assist faculty who may be the only ones in a discipline or that the discipline is maintained by adjunct only.

The second step involved the group debriefing on the strand information. What follows is a summary of that information.

Strand A

Student Learning Initiative:
- Objectives within the strand are linked to pre-tests and post-tests.

Direct Measures:
- Pre-tests and post-tests are a way to standardize agreement on measuring outcomes.
- The data included in the report help determine the strengths and areas of improvement.

Indirect Measures:
- Muddiest Point (classroom assessment technique) was used.

Results:
- Physical science area is all updated.
- There were many performance gains as shown by the pre-test and post-test results (e.g., 5%/100 for A-1).

Changes in Instruction:
- Didn't see link from data (i.e., the data yet to come) with test item analysis and independent work.

Strand B

Student Learning Initiatives:
- Surveying students about their feedback on how well My Math Lab (MML) is helping them as they take math course is a good idea.
- There may be an opportunity to "drill deeper" into the MML data to see links to sub-strands (e.g., B-3 and B-5).

Direct:
- Is there a gap in the calculus sequence?

Indirect:
- Classroom assessments techniques are used to get feedback on course objectives.

Results:
- Measurements and results seem to be currently at the course level.

<u>Changes in Instruction</u>:
- Changes in instruction are mostly based on course level feedback.

Strand C

- General Comment: Strands C-F make use of Library services and information literacy competencies.

<u>Student Learning Initiative</u>:
- Exit testing done at both campus sites.
- Facilitate ongoing communication and dialogue between both sites—especially regarding reading skill attainment, developmental writing, and use of PLATO.

<u>Direct</u>:
- English Exit Exam is already in place across the District (ENG 091,101).

<u>Indirect</u>:
- QC site is planning to do an end-of-writing sequence perception (ENG 102 pilot in fall 2004). Faculty will examine next steps after seeing results of pilot.

<u>Results</u>:
- Many course-level applications in writing sequences.
- How are AA or AS graduates doing with writing and communication skills after they leave BHC? Do institutional follow-up surveys give any feedback?

<u>Changes in Instruction</u>:
- Increase use of technology across Strand C.

Strand D

<u>Student Learning Initiatives</u>:
- In speech-related courses, faculty will pilot using a common question in first and last speech assignments.

<u>Direct</u> :
- Art uses portfolio process. Outside artists are invited to judge student shows.
- Speech would like to video all student speeches for a faculty review. Trying to find a timely and cost-effective way to accomplish this is under discussion.
- Art and music have established direct measures (Art-portfolio and Music-Juried music performances). Support Theatre examining possible direct measures for the discipline.

<u>Indirect</u>:
- Classroom assessment techniques are used by faculty in this strand.
- Because students take the courses in this strand at various times, it may be hard to look at measures applicable to every course in Strand D.

Results:
- This is an area for growth in reporting.

Changes in Instruction:
- This is an area for growth in reporting.

Strand E

Student Learning Initiatives:
- Many disciplines in Strand E are using pre-tests and post-tests.
- Increase level of participation in student learning at the course, discipline, and strand levels.
- Departmental collaboration is active.
- LAS has many strengths. Some areas not represented (e.g., Psychology, Sociology, and Economics).
- Archeology and history are cross-strand areas.

Direct:
- Pre tests and post-tests.
- Increase number of direct assessments.

Indirect:
- Classroom assessment techniques used frequently
- Online survey, hybrids, web enhanced, online options are present.
- Cross-campus discussion and/or meetings occur.
- Entire system of courses are going through feedback loop through all disciplines.

Changes in Instruction:
- Citation/research exercises.
- East Campus business modified units to improve test scores.
- A strength is improving feedback loop (graded assessment) to students that is based on align of objectives.

CTE

- See list of updated clusters to assist with organizing reporting of student learning information.
- Use new cluster designations based on ICCB program review model to help with alignment to state reporting cycles.
- Agriculture beginning to document student reporting.
- Equine and horticulture are areas to document.
- Health cluster has expanded documentation (e.g., nursing, EMS, PTA)
- Hope to be inclusive of other areas, such as massage therapy, etc.
- Auto shows break out of information.
- Fire Service Officer has good start in reporting information.
- All others missing

List of CTE Curricula-- Based on Alignment to ICCB Program Review Clusters

Agriculture Curricula:

**Agribusiness Management; Agribusiness Management-Crop Protection Technology Option
*Agriculture Production Technology; Agriculture Production
*Equestrian Science
*Horse Science Technology; Horse Science Technology Certificate
*Horticulture Science; Horticulture Science Certificate

Business Curricula:

*Accounting Clerk; Accounting Specialist
*Administrative Assisting; Information Processor
*Broadcasting
*Business Information Technology; Business Information Technology Certificate; Microcomputer
  Support Specialist; Information Technology Specialist
*Business Management and Marketing; Lead Employee; Team Leader
*Computer Information Programmer; Web Developer Certificate; Web Programmer
*Financial Services Management; Banking and Finance Certificate
*Health Management Information; Medical Billing Specialist Certificate; Medical Coding Specialist
  Certificate; Medical Office Receptionist
*Medical Transcription
*Information Processor
*International Trade
*Legal Office Professional/Legal Assistant
*PC Application Programmer Certificate
*Visual Communication

Health Related Curricula:

*Associate Degree Nursing
*Basic Nurse Assistant Training Program
*Emergency Medical Services
*Massage Therapy and Bodywork Program
*Physical Therapist Assisting
*Practical Nursing
*Radiologic Technology

Child Development
Child Development/Teacher's Aid

English as a Second Language

Trade and Technical Curricula:

*Apprenticeship Training Programs
*Automotive Repair Technology; Automotive Repair; Brake Specialist; Wheel Alignment/Suspension;
  Air Conditioning Specialist
*Agriculture Mechanics Technology; Agriculture Mechanics
*Computer Operation/Equipment Repair
*CNC Machine Tool Programming
*Engineering Technology
*Fire Service Officer
*General Occupational and Technical Studies (Pending state approval)
*Law Enforcement Technology
*Microsoft Networking Specialist; Microsoft Networking Engineer; Network Technician
*Truck Driving
*Welding

Other Provisions

 This is an emerging area. It is scheduled as a discussion point with Student Learning Committee.

4.2– Math

Three-Year Executive Summary of Math 080 Study To Date
January 2006

<u>Participants in the Study Since Fall 2003:</u>

- *870* Students
- *8* Faculty: Jo Connor, Carlo Ferreri, Dale McKown, Connie McLean, Dan Murray, Ken Nickels, Albert Stacy, Bettie Truitt. This includes all part-time and all full-time members of the mathematics area who teach Math 080.
- Results of the study are available for all faculty at Black Hawk College.

<u>Overall Analysis (30,000 foot view)</u>

Data analysis for Math 080 continues. Baseline data collection began Fall 2003. The department is currently in its third year of the study with data collection and analysis from Fall 2005. It was decided that data from fall semesters would be compared to data for fall semesters of consecutive years. Therefore, Fall 2003 was compared to Fall 2004, and Fall 2004 was compared to Fall 2005, etc. Data from summer school classes was included in the fall semester tallies. Baseline data for spring semesters was gathered in Spring 2004 and was compared to Spring 2005.

<u>Data Analysis (20,000 foot view)</u>

Fall 2004 data showed improvement or steadiness (0% change) in **ALL areas** over Fall 2003. These included improvement in learning objectives concerning arithmetic operations, percentages, ratios, proportions, measurement systems, and topics of geometry. Percentage improvement in these areas ranged from 17% (arithmetic operations) to 6% (percentages, ratios, proportions, and geometric applications). Learning objectives concerning percentages, ratios, proportions and daily applications showed steadiness (0% change). No areas showed decline.

Spring 2005 data showed several areas of improvement over Spring 2004. These included improvement in learning objectives concerning arithmetic operations, percentages, ratios, proportions, measurement systems and estimation. Learning objectives concerning topics of geometry showed steadiness (0% change) and a decline of 6%. Learning objectives concerning daily applications (story problems) declined slightly at 1%.

Fall 2005 data showed several areas of decline over Fall 2004. These included decline in learning objectives concerning arithmetic operations, percentages, ratios, proportions, measurement systems, geometric, daily applications and estimation. Percentage decline ranged from 1% (estimation) to 12% (measurement systems). Learning objectives concerning topics of geometry and estimation improved slightly at 1%.

<u>Data Analysis (10,000 foot view)</u>

All specific data and tallies typed in two-page summaries are attached to this document. Changes made to the assessment as well as individual percentage data on each question of the assessment are included.

Changes Made to the Math 080 Course and Teaching of Math 080 Based on Data Analyses (ground level)

Changes were made based on annual meetings with full-time and part-time mathematics faculty that were currently teaching Math 080 or had taught Math 080 in the past. Changes to date based on these discussions are listed below:

- We found out that unit fractions were getting taught using a variety of methods including proportion set ups with, depending on the instructor, no emphasis on unit fraction conversion. Through conversation with faculty from the science areas it was noted that one of the most important methods of conversion was using unit fractions. It was decided among Math 080 faculty that conversion would be taught using unit fractions and no credit would be given unless all work from the fractions was shown. Instructors were welcome to teach other methods as well, as they saw fit, understanding that unit fractions were a must.

- Most faculty were assigning similar homework problems to students. After analysis of the geometry question on the assessment, it was discovered that specific questions involving perimeter were not being assigned in the homework. This was changed in the master syllabus.

The following were teaching suggestions made to improve student learning:
- Quiz over definitions and examples—every chapter.
- Do in-class exercises and follow with group discussion.
- Do frequent mini assessments during class (i.e., CATS, problems, etc.).
- Use group work.
- Have students work at the board
- Use work sheets.
- Take home quizzes (to supplement other assignments).

The group decided that the course assessment would be better given the week prior to (and separate from) the final since some students realized that their course grade would not be affected by their score on the final exam.

Meeting for Spring 2005 will be scheduled by February's end. Discussion and course changes based on the data will be included in the next summary.

Respectfully submitted on behalf of the Math 080 faculty,
Bettie Truitt

4.3– Social, Behavioral, and Educational Studies

Course-Level and General Education Assessments

Psychology 101- Fall 2005
Once again, pre-tests and post-tests were administered to students in the PSYC 101 classes in the Fall of 2005. Methodology was standardized as to create a cleaner administration than in the spring semester of the previous year.

Pre-tests were administered to 411 students by a wide range of full-time and adjunct faculty. Post-tests were administered to 323 students by a wide range of full time and adjunct faculty. Once again this term, the participation by the department was outstanding, and continues to grow with each administration.

- Overall scores were found to be statistically significant between the pre- and post-test administrations. The pre-test mean was 4.6; the post-test mean was 6.9.
- Item analysis suggested that individual items responsible for showing statistically significant change were items 1, 5, 6, 9, and 10. Items that did not change significantly were 2, 3, 4, 7 and 8. Future revisions to the pre- and post-test could incorporate this information to create new questions.

Psychology 101: Spring 2006
The assessment tool for PSYC 101 was designed to test the extent to which the classes succeeded in a mastery of core objectives for the course.

Method
Participants: With the participation of full-time and adjunct faculty members, a convenience sample was collected across PSYC 101 classes. In the Spring 2006 semester, 345 students enrolled in PSYC 101 participated in the pre-test, and 254 students participated in the post-test assessment. Subjects were told that their participation was optional, and that the results would be used for the purpose of measuring their abilities before and after the class. An extra step was taken in direction this year, to assure standardization among all faculty. Subjects were allowed to elect out of participation. In addition, the sample is stratified by withdrawal as well. As participation was part of the course, no compensation was given.

Materials: A ten question survey was designed by SBES faculty to measure the aforementioned objectives. Validity and reliability measurements were calculated using independent pairs. Ongoing statistical analyses are being completed to establish the validity and reliability of each assessment tool. Next year, three years of pre- and post-testing will have been performed. At that time, the validity and reliability of the PSYC 101 tool will be performed and reviewed within the department to make sure that it is statistically sound.

Design and Procedure: The testing sessions occurred in two sessions, at the beginning and end of the spring semester. Students were asked to complete the assessment tool independent of other in-class assessment tools. Students were given an unlimited amount of time to complete the outcomes assessment at pre-test as well as post-test. Statistical analysis regarding the assessment outcome was completed on matched pairs within the spring term.

Previous testing had been completed on two groups of matched pairs, allowing for a stronger level of statistical rigor than in previous years.

Results and Discussion

Reliability and Validity Data for PSYC 101 Assessment Tool: Initial reliability and validity data were established using independent pairs as a sample in the 2004-2005 assessment cycle. A comparison of dependent pairs may suggest a distinct pattern in the areas of reliability and validity, requiring ongoing statistical analysis. In other words, high level of internal consistency (reliability) may have been established using independent samples that will not be seen when using dependent samples for statistical analysis.

Reliability: A Chronbach's Alpha (Coefficient Alpha) was run to measure the internal consistency of the instrument. The scale states that anything below 0.3 would suggest low internal consistency, and anything above 0.7 is acceptable for internal consistency. An alpha of 0.9 was established, suggesting that this measurement tool should be able to be used with little change. Individual item analysis as to the usefulness of each item will allow better understanding of the underlying construct measured by each question.

Validity: The validity measures involved in the PSYC 101 tool were established as face and criterion validity. Strong face validity was established as a consensus among SBES faculty who were familiar with the course objectives. Criterion validity was established by running several correlations between assessment score and course grade. This was based on the assumptions that the student's grade in the class is a good measure of how well the student is able to master the learning objectives represented in the post test. A moderate to high correlation was established by the repeated measures, suggesting adequate criterion validity.

Results: With an alpha of 0.05, a statistically significant difference was observed between the pre-test and the post-test measures on several of the items. In an attempt to narrow down learning at the student level matching analysis was used. This analysis allows for a report of which items were "mastered" by student.

Paired Samples Test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
1.25000	1.52753	.38188	.43604	2.06396	3.273	598	.005

The statistical difference suggests that knowledge, reflecting the course objectives was gained from the course itself. As can be seen from the chart above, a statistical different was found when paired samples were used. As a repeated measures design is implemented for each semester, ongoing statistical analysis will be completed investigating not only possible covariates but also intervening variables that may threaten the validity of the assessment tool.

Suggestions for Future Statistical Analysis:
- Reassess students when enrolled in other psychology courses to measure retention.
- Compare outcomes among delivery systems (face-to-face, study unlimited, and online

Psychology 200- Fall 2005
Once again, pre tests and post tests were administered to students in the PSYC 200 classes in the Fall 2005. Methodology was standardized as to create a cleaner administration than in the spring semester of the previous year.

Pre-tests were administered to 128 students by a wide range of full time and adjunct faculty. Post-tests were administered to 102 students by a wide range of full time and adjunct faculty. Once again this term the participation by the department was outstanding, and continues to grow with each administration.

- Overall, scores were found to be statistically significant between the pre and post test administrations. The pre-test mean was 6.0; the post-test mean was 10.4.
- Item analysis suggested the individual items responsible for showing statistically significant change were 1, 2, 3, 4, 5, 6, 8, 9, 11, 15 and 16. Items that did not show significant change were 7, 10, 12, 13 and 14. Future revisions to the pre post test could incorporate this information to create new questions.

Potential Additions to Future Statistical Analyses:
- Change questions that were not statistically different in item analysis and then retest validity and reliability of instruments.
- Investigate pre-post data sets on dependent samples regarding each question's reliability/validity.
- Shore up data we have, establishing exact numbers for means and standard deviations of pre-post test.
- Assess if there is any relationship between COMPASS reading scores, pre test score and likelihood of drop out.
- Write some methodology directions so we can make sure our methodology is consistent, increasing our confidence in the findings.
- Compare different delivery styles and class lengths (i.e., online, Study Unlimited, 8 weeks in class, 16 weeks in class)

Psychology 200 – Spring 2006
The assessment tool for PSYC 200 was designed to test the extent to which the classes succeeded in a mastery of core objectives for the course.

Method
Participants: A convenience sample was drawn from the Human Growth and Development Classes. In the spring semester (2006), 123 PSYC 200 students participated in the pre-test and 110 students participated in the post-test assessment. A statistical assumption was made that the add on and withdrawal process did not interfere in the outcome of this assessment. In other words, subjects who were unavailable for post-test evaluation were at the same level during the pre-test as were subjects not available for the pre-test. Subjects were told that their participation was optional, and that the results would be used for the purpose of measuring their abilities before and after the class. Subjects were allowed to select out of participation. In addition, the sample is stratified by students who withdrew and/or added on after the pre-tests were administered. As participation was part of the course, no

compensation was given.

Materials: A 16 question survey was designed by SBES faculty to measure the aforementioned objectives. Validity and reliability measurements are in progress.

Design and Procedure: The testing sessions occurred in two sessions, at the beginning and end of the spring semester. The pre-test was given independent of any other assessment. However, the post test was administered as part of the comprehensive final given in PSYC 200. A consistent study guide was provided for the final exam, suggesting the results were a direct consequence of the classroom learning and not simply the instructor's study guide.

Results and Discussion:
With an alpha level of .05, a statistically significant difference was seen between the pre-test and post-test assessment, on two of the sixteen variables (five and sixteen). This result suggests that course material was mastered at a level high enough to be able to increase the outcomes assessment score. All other variables noted positive differences; however, the differences were not statistically different. In future administrations, the design will be better standardized to minimize the possible interference from possible covariates. In addition, matching samples will be used so that data analysis can be completed without the concern of statistical spoiling from a non-matched sample.

Aggregated Pre-and Post-test Data: Anthropology: Fall 2005 and Spring 2006
In Fall 2005, preliminary data collected in anthropology courses indicate that of the students participating in the post-test assessment, 70 percent achieved a passing score on the post-test in ANTH 102 and 66% percent achieved a passing score on the post-test in ANTH 101. The same instrument was used during the spring semester for pre- and post-test assessments. In the spring, 80 ANTH 102 students took the pre-test (36 percent of the students answered 8 or more items or at least 60 percent correctly) and 84 students took the post-test (92 percent of the students answered 8 or more items or at least 60 percent correctly). Twenty-five ANTH 101 students took the pre-test (4 percent of the students answered 7 or more items or at least 60 percent correctly) and 20 students took the post-test (80 percent of the students answered 7 or more items or at least 60 percent correctly). Ongoing data analysis will examine the reliability and validity of the assessment instrument. Specific data from the spring semester are represented in the pre- and post-test comparison chart that follows:

Item Comparisons: Pre- and Post-Test Item Scores for Anthropology 101 and 102

ANTH 101: Spring 2006

	Pre-test	*Post-test*
Sample size	25	20
Mean score	3.8	7.9
Scores at 60 percent or higher	4%	80%

	Pre-Test		*Post -Test*		
Item	# of Correct Responses	Percentage Correct	# of Correct Responses	Percentage Correct	Percent Change
1	4	16	9	45	29
2	13	52	15	75	23
3	1	4	0	45	41
4	9	36	12	60	24
5	13	52	20	100	48
6	4	16	14	70	54
7	8	32	17	85	53
8	7	28	18	90	62
9	6	24	9	45	21
10	10	40	8	40	0
11	13	52	16	80	26
12	7	28	11	55	27

ANTH 102: Spring 2006

	Pre-Test	*Post Test*
Sample size	80	84
Mean score	6.7	9.2
Scores at 60 percent or higher	36%	92%

	Pre-Test		*Post-Test*		
Item	# of Correct Responses	Percentage Correct	# of Correct Responses	Percentage Correct	Percent Change
1	69	86	80	95	9
2	39	48	66	79	31
3	44	55	69	82	27
4	40	50	61	73	23
5	19	24	50	60	36
6	59	73	77	92	19
7	43	53	59	70	17
8	19	23	43	51	28
9	19	23	38	45	22
10	58	72	71	84	12
11	57	71	67	80	9
12	18	22	22	26	4
13	54	67	72	86	19

Post-tests administered in ANTH 102 were also analyzed with respect to general education outcomes. These data are as follows:

Post-Test General Education Outcome Analysis: ANTH 102

	Post-test Item	Fall Outcome		Spring Outcome
E:1	10	73%		84%
	11	64%		80%
Course Learning Objective: E	12	36%		26%
	Mean percentage correct	*58%*		*63%*
	Mean percentage correct excluding item 12	*69%*		*82%*
E:2	2	68%		79%
	3	80%		82%
Course Learning Objectives: C, E, & F	4	65%		73%
	5	62%		60%
	6	88%		70%
	10	73%		84%
	11	64%		80%
	12	36%		26%
	Mean percentage correct	*67%*		*69%*
	Mean percentage correct excluding item 12	*71%*		*75%*
E:3	9	45%		45%
	8	73%		51%
Course Learning Objectives: C & D	7	65%		70%
	2	68%		79%
	3	80%		82%
	4	65%		73%
	10	73%		84%
	11	64%		80%
	12	36%		26%
	Mean percentage correct	*63%*		*66%*
	Mean percentage correct excluding items 9 & 12	*70%*		*74%*
E:4	1	97%		95%
	2	68%		79%
	3	80%		82%
Course Learning Objectives: A, B, C, E, & G	4	65%		73%
	5	62%		60%
	6	88%		70%
	10	73%		84%
	11	64%		80%
	12	36%		26%
	13	12%		86%
	Mean percentage correct	*64%*		*74%*
	Mean percentage correct excluding item 12	*67%*		*79%*
E:5	2	68%		79%
	3	80%		82%
Course Learning Objectives B, C, & G	4	65%		82%
	5	62%		60%
	6	88%		92%
	13	12%		86%
	Mean percentage correct	*61%*		*78%*

Results demonstrate changes in students' achievement of outcomes as measured by increases in levels of performance between pre- and post-tests. Controlling for students' background in relation to such topics as culture, cultural relativity, and ethnocentrism may assist in sorting out outcome achievement related to this course. Results also suggest the need to extend the analysis in order to identify which items on the assessment need to be revised.

Aggregated Assessments: History 101, 102, and 251
Objective criteria: The following assessment device was included as a question in the last quiz of the semester. The instructor provided students with excerpts from a primary document and a secondary document, and for each, asked them to answer the following question:

The selection above would best be described as:
  a. a secondary source
  b. a primary source
  c. none of the above

Aggregated results from this assessment indicated that, at the end of the course, 94 percent of all students were able to distinguish between a primary and secondary source when the document provided was a secondary source. 96 percent of all students were able to distinguish between a primary and secondary source when the document provided was a secondary source.

Subjective Criteria: The next assessment device involved evaluating the ability of students to critically analyze historical events using primary and/or secondary sources. For this exercise, the instructor based the evaluation on take-home final exams submitted by students. The instructor rated each student's ability on a scale of 1 to 5 (1=little to no analytical ability demonstrated, 2=poor analytical ability demonstrated, 3=average analytical ability demonstrated, 4=good and/or above average analytical ability demonstrated, 5=excellent analytical ability demonstrated).   Aggregated data demonstrated that 94 percent of the students demonstrated average analytical ability of higher and 70 percent of the students were rated at better than average analytical abilities.

Qualitative Analysis: Political Science
Preliminary data analysis was begun on pre-post data in the area of political science. Written papers are being coded and shown to independent observers to assess the learning as measured by the expected course outcomes. Data analysis will be completed in the Fall and reported during the next round of outcomes assessment departmental reporting.

Sociology 101: Class Level Results and Discussion
A sociology faculty member has noted that students are often initially "blindsided" by examination questions. Feedback from students indicates that they anticipate "fact-based" questions and are stunned by questions that require applications and critical analysis. This faculty member field tested a system that provides opportunities for the instructor to assist students in taking conceptual multiple choice examinations. The instructor has continued with the assessment of students' perceptions of helpfulness of this system and their engagement in "clicker-related" discussion points. The results for the Fall of 2004 clearly support the clicker use as helpful to student learning. The system used in the Fall of 2005 seemed less reliable and they may have impacted the students' responses. Even thought the response was not as overwhelmingly positive, the majority of students (61%) indicated the system was helpful to their leaning.

The response of the students was very positive (82 to 92 %) with regard to the use of the clicker and engagement. Differences in the timing of the assessment as well as a number of technical difficulties with the system being utilized this year may have influences students' responses.

Sociology 101: Class-Level Assessment Results and Discussion
A sociology faculty member administered a "CATS" regarding the specific pedagogies used in the Sociology 101 course. After receiving the feedback, the instructor reviewed the pedagogies used, why they are used, and their facility for facilitating student learning. Based on feedback, the instructor made modifications to the ways pedagogies were implemented to facilitate student learning.

Psychology 101: Class-Level Assessment Results and Discussion
A psychology professor routinely uses a "muddiest point" technique to gather information about concepts that are confusing to students. By administering the CAT prior to unit examinations, the professor is able to review concepts about which students are confused. Because this instructor has been gathering muddy point feedback for several years, the she indicates that by being able to anticipate points of confusion, she has changed the way she presents certain concepts. Feedback from the muddy point cards assists her in assessing whether the changes she has made have been helpful.

Sociology 101: Class-Level Assessment Results and Discussion
A sociology professor routinely begins class with the question, "Any questions, comments, or concerns?" Questions asked lead to fruitful discussions and clarifications about concepts that students haven't understood. Course documents, including class projects and paper requirements, are modified from semester to semester to make these documents clearer to "clean up" questions and concerns that students have raised. The instructor makes notations in the relevant text and reading material so as to highlight future instructional and pedagogical challenges. This ongoing and continuous assessment process provides direct and immediate feedback regarding classroom instruction. Over the course of the semester, students become more comfortable in asking questions and making comments that may challenge the previous instructional endeavors. This discourse has been a direct pathway to involving students in learning and critical analysis.

Psychology 290: Educational Psychology – Portfolio Assessment
Faculty implemented an outcomes portfolio in Psychology 290 that required students to demonstrate and critically reflect upon their achievement of course objectives. The portfolio also asked students to assess their own ability before the course began and after taking the course. This "assessment in assessment" style was popular among students and increased not only the students' insights into their learning styles, but, also, allowed them to review the material covered during the term, in essence making their learning applicable within this course as well as others. The portfolio also allowed students to review the IPTS standards for performance in the field of teaching and place their achieved objectives within a framework of learning. This "paper" portfolio is a prelude to using an electronic portfolio system as an integral component of the AAT degrees.

History 222: Class-Level Assessment Results and Discussion
The purpose of this study was to assess the impact of changes in delivery on student achievement of the following course outcomes: 1) analyze course material to identify the unique characteristics of each of the religions studied; and 2) demonstrate an understanding of both historical causation and consequence in the development of the beliefs, institutions, and practices of each of the religion systems studied.

The assessment instrument is the objective test bank for four religions studied in the course (Judaism, Christianity, Islam, and Hinduism). These religions were selected for this assessment because, historically, they are the religions with which students had the greatest apparent difficulty, scoring on average at or below the 70% level of mastery, as demonstrated by average scores in the Fall Semester 2003. The assessment involves a comparison of Fall 2003 scores with Fall 2005 scores after a particular strategy was introduced.

In Fall 2003, the four objective tests were administered in the classroom as closed-book tests, with one attempt only permitted. In Fall 2005, the four objective tests were administered online as open-book tests, with students having the option of re-taking the test one time. If they chose that option, the test questions were different and the second test score was the recorded score. This format provided the students with instant feedback on all wrong answers.

We compared the performance of Fall 2003 and Fall 2005 students who had successfully completed the course with a grade of "C" or better. There were 18 such students in Fall 2003 and 11 such students in Fall 2005.

	Average Score Fall 2003	Average Score Fall 2005
Judaism	65.8	60.0
Christianity	70.5	76.5
Islam	68.8	80.0
Hinduism	68.1	76.3

We believe that, once students caught on to the possibilities of the quiz retake option, they gained in understanding of the particular religions being explored within that quiz. In the case of Judaism, a religion studied early in the course and one where the quizzes were taken before the first paper was due, students obviously did not increase their mastery of the two objectives noted above. However, they showed impressive gains in Christianity, Islam, and Hinduism.

We intend to emphasize particularly the necessity of using these quizzes (we call them "reviews" within the course syllabus) to help students gain mastery of the course objectives.

Multi-Course Assessment of Student Effort (Self-Report Data)
Materials and Participants: As a department, we have participated in an ongoing discussion about how to motivate students to learn. We decided that it would be helpful to understand how much effort the average student is putting into their course work. An effort assessment that has been used previously was revised to ask specific questions of interest as well as to obtain some basic demographic information.

An N of 97 was obtained by asking faculty to pick a class and hand out the effort assessment. Allowing all faculty in SBES to potentially measure learning decreases the potential that students of one professor will answer disproportionately. The statistical outcome from this pool of students is assumed to represent a "typical student". Participation in the study was optional and anonymous to encourage honest answers.

Design and Procedure: The testing occurred in one session at the end of the spring semester. Standardization was assured by similar testing setting as well as written directions for the faculty to use. (Effort Assessment and written directions are available for viewing)

Results and Discussion: Several measures were tabulated using means. Below is the chart showing the means and Standard Deviations of the questions presented.

Descriptive Statistics

	Range	Minimum	Maximum	Mean	Std. Deviation
CREDITS	15.00	3.00	18.00	12.5000	3.7394
COMPLET	180.00	.00	180.00	43.0000	36.1641
FAMHRS	30.00	.00	30.00	11.5417	7.8628
HRSREAD	10.00	.00	10.00	3.3448	2.0577
HRSTUDY	10.00	.00	10.00	3.3793	2.3966
CURGRADE	3.00	1.00	4.00	2.2000	.8670
EFFECTIV	4.00	1.00	5.00	3.4000	.9773

Key:

        Credits= number of credits enrolled in

        Complet=number of credits completed to date

        Famhrs=number of hours spent engaged with family in a week

        Hrsread=number of hours read in an average week

        Hrsstudy=number of hours studying for the course in an average week

        Curgrade=self-report estimate of current grade in class (1=A, 5=F)

        Effective=if current studying plan was working "effectively"

As is seen in the chart above, the average amount of study and reading time is significantly below what is asked of students in an average SBES course. Also of interest in the chart, some significant grade inflation was seen upon self-report. In fact, none of the students reported earning less than a D, which is a statistical improbability. Also, most students reported that their studying plans work for them.

Students reported that they were pleased with the quality of instruction in the SBES department giving an average score of 4.33 on a scale of 1-5, where 1 is far below average and 5 is far above average.

Correlations

		WORKHRS	FAMHRS	CREDITS	CURGRADE	HRSSTUDY
WORKHRS	Pearson Correlation	1.000	.290	-.227	.213	-.114
FAMHRS	Pearson Correlation	.290	1.000	-.146	.000	-.129
CREDITS	Pearson Correlation	-.227	-.146	1.000	.191	-.058
CURGRADE	Pearson Correlation	.213	.000	.191	1.000	-.388*
HRSSTUDY	Pearson Correlation	-.114	-.129	-.058	-.388*	1.000

*Statistical significance at .05 level.

Some surprising results from this correlation chart included the inverse relationship (albeit weak) between studying and current grade. However, with self-report in both categories, it may be an anomaly.

Future effort assessments may try to use more direct measures and less self-report to assess a more accurate level of scientific rigor.

Assessment of Online Students' Background: Aggregated Self-Report Data from Variety of Online Courses Launched During FY06
An 8-point survey was devised to collect background information on students enrolled in selected online courses offered through the Department of Social, Behavioral, and Educational Studies. Data were collected in online sections of Psychology 101 (4 sections – Fall, Spring, and Summer), Psychology 200 (5 sections – Fall, Spring and Summer), and Sociology 101 (Fall, Spring, and Summer). Students were encouraged to take the survey as a way of practicing the quizzing function in these courses. They were awarded 5 extra credit points for completing the survey. Although there was some variation from course to course, approximately one-half to two-thirds of all students enrolled in these courses at the beginning of each semester took advantage of this option. With the exception of the last question, all items were in multiple choice format. Students were asked to select the option that best reflected their status. The final question was an open-ended query as to the number of credit hours students were currently enrolled. Data about number of hours enrolled are not included in the chart that follows.

	PSYC 101 N = 70		PSYC 200 N = 96		SOC 101 N = 33		Grand Total N = 199	
	#	%	#	%	#	%	#	%
1. How many online classes have you taken in the past?								
None	47	67	48	50	11	34	106	53
1	7	10	21	23	10	30	38	18
2	10	14	11	11	4	12	25	13
3	4	6	3	3	2	6	9	5
4	0	0	4	4	1	3	5	3
5 or more	2	3	9	9	5	15	16	8
2. How many online classes are you taking this semester?								
1	33	47	56	58	16	49	105	52
2	26	37	25	27	7	21	58	30
3	3	4	9	9	4	12	16	8
4	6	9	3	3	5	15	14	7
5 or more	2	3	3	3	1	3	5	3
3. How many hours are you employed each week?								
I am not currently employed	11	16	22	23	5	15	38	18
10 or fewer hours per week	3	4	3	3	1	3	7	4
11 to 20 hours per week	10	14	11	11	6	18	27	14
21 to 30 hours per week	12	17	16	17	5	15	33	16
31 to 40 hours per week	19	28	23	24	7	21	49	25
40 or more hours per week	15	21	21	22	9	28	45	23
4. How would you rate your computer skills?								
Excellent	11	16	7	9	5	15	25	13
Better than average	28	40	11	46	18	55	90	45
Acceptable	28	40	0.	41	8	24	75	37
Not very good	3	4	0	4	2	6	9	5
5. How comfortable are you with computer technology?								
Very comfortable	18	26	17	18	11	34	46	23
Comfortable	38	54	64	66	20	60	122	61
Not very comfortable	14	20	13	14	2	6	29	15
Extremely uncomfortable	0	0	2	2	0	0	2	1
6. Have you ever sent an e-mail attachment?								
Yes, I've been successful in sending e-mail attachments	62	89	80	84	26	79	168	86
Yes, I've tried, but I couldn't get the system to work	1	1	4	4	1	3	6	3
I've never even tried sending an attachment.	6	9	9	9	6	18	21	10
I don't have a clue as to what an attachment is.	1	1	3	3	0	0	4	2
7. Select the answer that best describes why you took this course online								
My work schedule conflicts with attending face-to-face classes	15	21	24	25	8	24	47	24
My family obligations interfere with attending face-to-face classes.	9	13	18	20	5	15	32	16
Both my work and family obligations prevent me from taking face-to-face classes.	19	28	23	24	12	37	54	27
There were no seats available during times I could attend face-to-face classes.	5	8	6	6	2	6	13	7
I'm taking online classes to save on gas.	6	9	8	8	2	6	16	8
Since I've never taken an online class, I wanted the adventure of trying something new.	10	14	8	8	1	3	19	10
I prefer taking classes online.	3	4	9	9	3	9	15	8

Program-Level Assessment
Fire Service Officer (FSO) AAS Degree Program

Advisory Committee Feedback: Discussion continued about ways to create increased flexibility within the AAS curriculum with respect to general education options. Additionally, the committee began the process of considering alternatives to the current course requirement for incorporating relevant content about OSHA standards into the curriculum.

Program-Level Outcomes: Pass rates on state-approved finals for all courses taught in the FY 05 / 06 cycle: All of the students who completed the FSO courses during the 2005-2006 academic year have passed the state-approved finals that measure specific state-approved course outcomes.

Recommendations:
- The Advisory Committee will continue to review the curriculum to ensure that its content and format remains viable and up-to-date.
- The outstanding pass rates on the state-approved finals for the courses taught in the FY 05/06 cycle confirms that the course content is appropriately aligned with the outcomes designated by the Office of the State Fire Marshal.
- At this point in time, all of our FSO courses are up-to-date with respect to state approval. We will incorporate the projected revision cycle into our multi-year SBES Unit Plan as the state provides specific information about the cycle of revision..

Associate of Arts in Teaching – Secondary Mathematics Degree

Degree Program Outcomes
Students completing the AAT Secondary Mathematics Degree will have
- Passed the basic skills test
- Taken the first steps in the education curriculum for students interested in teaching mathematics in secondary school settings
- Had hands-on opportunities to critically reflect their fit with secondary mathematics education
- Completed the initial phase of portfolio-based assessment of achievement of teaching standard competencies

Assessment Prior to Graduation
Student outcomes will be assessed in a variety of ways prior to graduation, including:
- Pass rates on the Basic Skills test
- Formative and summative assessment of students' achievement of course outcomes will provide course instructors with valuable feedback regarding refinements that might be needed in course delivery. Utilization of classroom assessment techniques will provide timely feedback that will facilitate instructors' abilities to make immediate adjustments to support student learning.
- Overall achievement of program outcomes as evidenced in artifacts submitted and dispositions reviewed for the professional education courses, and, in particular, the capstone course, Psychology 290 (Educational Psychology). All students enrolled in the AAT Secondary Mathematics program will be expected to complete the electronic portfolio requirement.

The assignments, presentations, projects, and examination questions for all courses in the education core (EDUC 101, CS 210, and PSYC 290) will be aligned with the Illinois Professional Teaching Standards. Students will select artifacts that reflect their overall achievement levels for these standards to incorporate into their electronic portfolios. A unified approach to assessment will be aided by the fact that the same instructor is likely to have responsibility for multiple sections of courses. Every effort will be made to coordinate assessment should this not be the case.

Feedback for Continuous Quality Program Improvement
Feedback from the assessment processes will be used for continuous quality improvement with respect to general education, course-level, and program-level outcomes. Among the feedback loops established are:

- An Educational Collaborative comprised of faculty teaching the mathematics and professional courses related to this degree will review program outcomes and make recommendations for changes to support student success. This collaborative effort will strengthen communication among faculty teaching in this degree program and provide a framework to ensure continuous quality improvement of the AAT in Secondary Mathematics degree program.
- Pass rates on the Basic Skills Test will be reviewed annually by the Chair of Department of Social, Behavioral, and Educational Studies. The Chair will share the results with the Deans and Department chairs with responsibilities for courses in mathematics and English.
- Formative and summative assessment of students' achievement of course outcomes will provide course instructors with valuable feedback regarding refinements that might be needed in course delivery. Utilization of classroom assessment techniques will provide timely feedback that will facilitate instructors' abilities to make immediate adjustments to support student learning. This will have an overall affect on the program.
- Instructors will also play a key role in reviewing course-related artifacts students have uploaded into their electronic portfolios. Conclusions from instructors' reviews of portfolio data will provide additional evidence of what's working in the course and what needs to be refined. As each instructor completes the review, discussions will be held concerning what's working and what needs to be refined for overall program improvement.

Child Development (CD) AAS Degree

Standard	Measure	Results
Students will be able to provide age appropriate activities to meet Illinois Early Learning Standards.	Lesson Plan grades and CD 214 Circle Time observations.(#6)	For Spring, 2006, 12 CD 214 students had a total average of 96% on their lesson plans. (Up from 2005 by 4 points) They also moved from 69% success in Circle Time observation in February, 2006 to 83% success at circle time observation in April, 2006. (Up from 2005 by 2 points.)
Students will be able to provide and supervise a healthy learning environment for young children, including routines.	CD 214 Observations (#2 & 4)	Students moved from 79% success rate in Supervision/awareness of health and safety in February, 2006 to 85% success rate in April, 2006. They moved from 71% success rate in management of routines in February, 2006 to 82% success rate in April (taken from CD 214 observation).
Students will be able to provide nurturing and positive guidance for young children.	CD 214 Observations (#5)	Students moved from 63% success rate in February, 2006 of guiding children's behavior through CD 214 observation to a 79% success rate in April, 2006. (This low rate could be because the children were behaving so well that some items on the rating scale don't get marked.)
Students will be prepared to find successful employment in Birth-6 year old programs/after school programs or home-based programs.	Graduate Survey	The graduate survey was sent out last year for the past two years of graduates, so the survey will be sent out next spring to another two years of graduates.
Students will be prepared to form caring and nurturing relationships with young children (and their families).	CD 214 Observations (#1 & 3)	In February, students had an 86% success rate in the Interactions/rapport with children category through CD 214 observations. In April, that success rate was 87%.
Students will develop materials to help with their job search.	CD 214 Portfolio Assignment	For the Spring, 2006, Portfolio assignment in CD 214, students averaged 74%. 4 out of 12 turned in this assignment late, which lowered their score. (This is higher than 2005.)
Students will be able to understand and demonstrate professional and ethical conduct and standards including DCFS licensing and NAEYC ethical standards.	Cooperating Teacher evaluation & CD 214 Final Exam	For Spring, 2006, the cooperating teachers of the CD 214 students rated them an average of 99% on professional behavior during practicum. The CD 214 students averaged an 84% on the ethical dilemma questions on their final exam.

Recommendations for Change

- Incorporate more practice for resolving ethical dilemmas in Practicum 1 & 2, including opportunities for role playing
- Change made to Portfolio assignment that spread due dates throughout the semester increased the number of students who completed this project on time.
- Continue to invite more guest speakers who have experience with special needs and behavioral problems. to speak in CD classes
- Incorporate special needs scenarios throughout CD courses.
- Continue to provide additional resources and classroom discussions, exercises, and activities that focus specifically on children with special needs in CD courses.
- Continue to model and instruct Circle Time techniques throughout the CD courses, especially CD 203, CD 204 and CD 214. (A student agreed to let us use her circle time tape, so now we have a wonderful example of appropriate circle time activities.)
- Increase the return rate for graduate surveys by including a "give-away" or certificate with the survey in addition to the return envelope.