

LEARNING FOR LIFE



**Progress Report to the
Higher Learning Commission
on
Improving Student Learning
Cycle: April 2003-May 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.

Table of Contents

1.0 – Report Purpose and Overview.....	3
2.0 – Alignment of Student Learning to the College Mission.....	4
3.0 – Data Collected Showing Assessment Results for General Education, College Degree Programs, and Other Areas of Assessment	5
3.1 – General Education Level	5
3.2 – The General Education Review Team	9
3.3 – General Education Assessment: Student Learning Goals, Direct and Indirect Measures, and Results	10
3.4 – Career and Technical Program Level Assessment: Student Learning Goals, Direct and Indirect Measures, and Results	19
3.5 – Other Areas of Assessment	27
3.6-- Building Upon the Foundation of Learning.....	41
4.0 – Faculty Support and Development.....	43
5.0 – Changes in Curriculum, Methods of Instruction, and Academic Services or Resources Based on the Results of College-Wide Assessment Activities.....	44
6.0 – Impact of Assessment on Departmental Planning and Budgeting Processes.....	49
6.1 – Institutional Effectiveness	49
6.2 – Curriculum Review	52
6.3 – Program Review	53
6.4 – Unit Planning.....	54
6.5 – Student Listening and Learning Tools	54
7.0 – Conclusions	566
8.0 – Appendices	57
8.1 – Original General Education Core Curriculum	577
8.2 – Current Black Hawk College General Education/Core Curriculum	58
8.3-- List of Career and Technical Program Clusters.....	60
8.4 --Illinois Community College Board Program Review Five-Year Cycle for 2007-2011.....	61
8.5--General Education Review Team Analysis for 2004-2005.....	62
8.6--Faculty Guide for Assessing Student Learning: Cycle 2006-2007.....	65

1.0 – Report Purpose and Overview

Progress Report Purpose:

Black Hawk College (BHC) has, since its inception in March 31, 1951, received continuous accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). The HLC awarded the College another ten years of accreditation at the most recent comprehensive visit on April 28-30, 2003. However, in the official Statement of Affiliation Status (SAS) dated November 21, 2003, there was a request that Black Hawk College submit a progress report on the assessment of student learning by June 30, 2006. This report is an opportunity for the College to share the results of its ongoing, documented process of preparing students to fulfill the goal of learning for life and to provide to the Commission "...evidence that institutional plans came to fruition as expected." (*The Higher Learning Commission Handbook of Accreditation*, Version 1:10/03, p. 9-1-2)

Overview:

In order to demonstrate to the HLC that Black Hawk College has accomplished the desired goal of strengthening and documenting the results of its student learning outcomes since April 2003, the following topics will be discussed:

- Alignment of student learning to the College mission;
- Data collected showing assessment results for general education, College degree programs, and other levels of assessment;
- Faculty support and development;
- Changes in curriculum, methods of instruction, academic services, and/or academic activities as a result of assessment of student learning;
- How results of the College's assessment activities impact planning and budgeting processes;
- Summary and conclusions; and
- Appendix items.

2.0 – Alignment of Student Learning to the College Mission

According to the Council of Regional Accrediting Commissions (C-RAC), one of the five principles of good practices for a college is to focus on “the centrality of student learning to its mission” (C-RAC pamphlet, *Regional Accreditation and Student Learning: Principles of Good Practices*, adopted 2003). One of the earliest steps in Black Hawk College’s movement to improve its planning and outcomes for the assessment of student learning was to examine its mission and alignment with the definition of student learning that was codified in the May 1995 plan for assessing student learning. Because the College mission had changed since that earlier document. (grammar?) During the Assessment of Student Learning Cycle: 2002-2003, the College faculty and administration affirmed that the definition of assessment supported the mission. Below are listed the updated mission statement and the College’s definition of assessment:

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.

These guiding principles are part of many public statements to students and internal and external constituencies about Black Hawk College’s high regard for student success in the learning process. The academic catalog, College Website, full-time and adjunct faculty handbooks, the annual faculty guide to assessing student learning, and academic departments’ student learning report forms are a few examples of where the above statements are published.

Additionally, in the Agreement between the Board of Trustees of Black Hawk College Community College District No. 503 and the Black Hawk College Teachers Union Illinois Federation of Teachers, Local 1836 for August 2005-July 2010, it is affirmed that “the Union and College support a process that will encourage faculty participation in student learning assessment. The sole purpose of this process is to focus on improving student learning and enhancing learning experiences for students” (Part II, Article II, Section 3.4, p. 2-6). This language had also been part of the prior four-year agreement that ended in July 2005.

3.0 – Data Collected Showing Assessment Results for General Education, College Degree Programs, and Other Levels of Assessment

The College is currently completing its fourth yearly student learning improvement cycle to document results of the major levels of instruction (general education, degree program outcomes, and course/class) through direct and indirect measures. The complete view of the planning and feedback cycle is shown on page 28.

From the benchmark academic year 2002-2003 through 2005-2006, data are collected through yearly departmental feedback reports using standardized questions. Information and principles for student learning are presented in an annual *Faculty Guide for Assessing Student Learning*, which all full-time and part-time faculty receive at assemblies and orientations. Faculty also receive a draft copy of the previous year's feedback report on student learning and a copy of the new academic year's departmental planning documents. Supplementary student learning information is distributed at each spring faculty in-service.

Moreover, the greatest energy and integrity of the College's efforts stem from the participation of its strong, committed, and dynamic faculty who desire to continually see improvement in student learning. The steps in planning, implementing, studying, and documenting data are guided by faculty through the East Campus and Quad-Cities Faculty Senates, the Student Learning Committee, the General Education Review Team, and instructional departments. Academic administrators work as partners with faculty, in a shared-governance approach, to support the learning needs of Black Hawk College students.

Through this joint partnership centered on students, the College over time is constructing a solid educational structure. The foundation is based on data at the course/class level (see Section 3.7) and is growing to encompass full information and data for general education and degree program outcomes (see Sections 3.1-3.6).

3.1 – General Education Level

As with the establishment of regular cycles of improvement of student learning at Black Hawk College, outcomes for general education have developed over time. The establishment of those first guiding principles came through a DACUM (Designing a Curriculum) process that was included for general use in coordination with the *Plan for Assessing Student Learning* in May 1995. In order to begin to measure the stated general education outcomes, a process of artifact collection began in spring 1999.

Instructional faculty voluntarily submitted examples of student work that could benchmark objectives under the general education headings. The first category designated was "C. Apply Communication Skills," followed by "B. Apply Quantitative Skills in 2002 and 2003." A group of faculty volunteers, often from the Student Learning Committee, would meet at the end of the academic year to score the

submitted artifacts. To maintain student confidentiality and to gather information following protocols that protect the rights of human subjects, artifact responses were coded and blind scoring was used.

Though the scoring was always done, no additional evaluation, application, or communication of the results was ever documented. Originally the vision of the process was to see an expansion into collecting artifacts from all general education categories. However, those steps did not occur, and the artifact collection process did not achieve the projected aim of examining all portions of the general education outcomes (see Appendix 8.1). It was not until academic year 2003-2004 that the first attempt to analyze the results of any cycles of grading occurred. At the request of the Student Learning Committee, two professors—one in social and behavioral sciences and the other in English and humanities—offered an analysis of the faculty graded artifact information for 2002-2003 and 2002-2004.

For Fall 2002 and Spring 2003, the artifacts collected were targeted to measure “C : Apply Communication Skills” (specifically, “C4: Use Standard English,” and “C5: Convey Ideas and Information through Writing”). Scoring teams evaluated the essays on a nine-part rubric using the following scale to score the essays: organization (1-3 points), content (1-3 points), and mechanics (1-3 points).

In Fall 2002, 152 writing artifacts from nine sections of six different courses were scored. In Spring 2003, 145 writing artifacts from eleven sections of seven different courses were scored. Data from four developmental courses, from a course in a certificate program, and artifacts for which there was insufficient identifying information at the time of the analysis were excluded because they didn’t meet the artifact scoring requirements. Listed in table 3.1A are the findings of the analysis team.

Table 3.1A-- Artifact Analysis for 2002-2003	
	• Collection and scoring of artifacts showed deep flaws resulting in multiple concerns.
	• Analysis of artifacts yielded no statistically significant conclusion regarding the impact—positive or negative—of general education courses on students’ ability to communicate effectively in writing.
	• Academically deficient students who require developmental courses in reading and/or writing remain at risk and earn writing scores significantly lower than other students even after completing nearly all general education requirements and needed developmental courses.
	• The range of artifact scores for students transferring to the College is narrower, with greater concentration at the lower score end, than the range of artifact scores for native students.
	• Analysis of samples from specific courses sometimes yielded statistically significant results.

Using the same criteria as the previous cycle, an analysis of the artifact collection process for the Fall 2003 and Spring 2004 was done by another faculty scoring team. This group offered observations and recommendations about the artifact collection process. Listed in Table 3.1B are the findings of the analysis team.

Table 3.1B-- Artifact Analysis for 2003-2004

<ul style="list-style-type: none"> • Scoring artifacts in isolation, without period re-norming, weakens the validity of the scoring. Faculty scoring team members can easily move away from the common assumptions stated at the beginning of the norming session.
<ul style="list-style-type: none"> • Using the same criteria to score writing samples of widely varying complexity yields questionable results.
<ul style="list-style-type: none"> • While critical thinking skills needed to complete assignments were higher, writing scores tended to be lower.
<ul style="list-style-type: none"> • Using the same criteria to gauge numerical skill levels also yielded questionable results.
<ul style="list-style-type: none"> • Simpler artifacts tended to get higher scores.
<ul style="list-style-type: none"> • The voluntary process of artifact submission did not guarantee material from a wide spectrum of courses or curricula.
<ul style="list-style-type: none"> • There were concerns over the evaluation of writing samples that were obviously plagiarized.

Moreover, the scoring team felt that the limited analysis from the prior five to six years of artifact collection was problematic. The scoring team felt the process of soliciting, collecting, duplicating, and scoring artifacts should be discontinued, at least until the College analyzed the data it has already collected. This topic was also discussed within the Student Learning Committee, the Senates, and the administration. A deeper analysis of the 2003-2004 artifact data was not completed due to the desire to examine other ways to measure the outcomes for general education. Collectively, it was decided that although the current process was flawed, a comprehensive alignment of course objectives to the existing general education outcomes should continue.

The consensus of the Senates, Student Learning Committee, and the administration was to set the following goals for 2005-2005:

- Improve the current general education guidelines,
- Begin the alignment process,
- Determine a way to deepen faculty knowledge and participation in general education and program-level measurement, and
- Use the Fall 2004 faculty assembly as a workshop centered on the above student learning goals.

At that workshop, all full-time faculty received Student Learning Outcomes binders containing 1) historical data, 2) the copy of the annual *Faculty Guide for Student Learning*, and 3) a copy of the annual College student learning summary cycle report. Additionally, the notebook contained a general education and program-level alignment workbook. Members of academic deans and vice president of instruction also received the same alignment workbook, notebook, information, and supplementary materials.

The Faculty Senate Presidents, Department Chairs, members of the Student Learning Committee, and administration cooperatively developed the full-time faculty Fall 2004 Assembly Day addressing the following questions:

- What departmental or program outcomes for student learning are present in your unit?

- How do these departmental or program student learning outcomes relate to Black Hawk College's general education outcomes?
- As faculty, how do your course/class activities align with larger program or general education outcomes?
- How can the College support faculty in accomplishing the student learning goals identified by your instructional department or unit?

Two guests addressed the faculty and acted as facilitators throughout the day with the academic departmental teams. Dr. Allatia Harris, District Director for Faculty Development and Core Curriculum Evaluation at Dallas County Community College District in Dallas, Texas, focused on national trends in general education and program-level assessment. Mr. David Deitemyer, Director of Academic Assessment at Moraine Valley Community College in Palos Hills, Illinois covered similar topics but focused on trends and issues unique to the Illinois community college system.

All instructional department faculty were involved in planning discussions focusing on student learning strategies for the upcoming academic year. Program outcomes for career and technical areas were identified and affirmed by reviewing program fact sheets and other documents such as the College catalog and/or industry standards. For departments with disciplines supporting the general education conceptual areas, there was consensus that these transfer disciplines would designate their program outcomes as those for the Associate of Arts (A.A.) or Associate of Science (A.S.) core curriculum.

In departmental teams with the support of a trained facilitator and a recording secretary, faculty worked toward the following outcomes: (1) identify initial departmental program outcomes for student learning; (2) examine how departmental program student learning outcomes relate to Black Hawk College's general education expectations; (3) examine how individual course/class activities align with larger program and/or BHC general education outcomes; (4) create a working outline of the instructional department's plan for measuring and documenting the results of student learning strategies for academic year 2004-2005; and (5) articulate needed support for instructional departments to accomplish proposed student learning goals for the 2004-2005 academic year. Faculty used the information, ideas, and feedback generated in the assembly workshop throughout the rest of the academic year.

In the August and September 2004 meetings of the Student Learning Committee and with the feedback from the earlier review of the cycle 2002-2003 and 2003-2004, the question of continuing the artifact process was discussed. As a result, the beginning research about setting up an electronic portfolio and using standardized tests to assess general education outcomes began. Additionally, discussion and feedback from departmental faculty brought forward the question of how the College's existing general education outcomes aligned with the Illinois Articulation Initiative (IAI) operating in the state since May 1, 1998. To that end, it was proposed to the Senates that a workshop day on this topic be held on October 15, 2004. In addition to the Student Learning Committee, the Senate Presidents were invited as well as department chairs, academic deans, vice president of instruction, student services dean, and assessment coordinator. The retreat outcomes were the following:

- Review options for BHC to assess general education outcomes using synthesis of national and state trends for assessing general education.
- Review strengths and opportunities for improvement of the artifacts process.

- Review the alignment of BHC general education outcomes with the Illinois Articulation Initiative (IAI) standards.
- Do a cross-walk between the BHC and IAI standards and form a new template that would reflect a synthesis of the two models.
- Gain general consensus on applicability of this new approach.
- Create action steps to have all academic departments and disciplines across the College review and edit the new template for general education.
- Plan action steps during 2004-2005 to assist faculty and instructional departments to create and implement student learning plans for assessing general education using the new IAI template, as well as ongoing course/class and program level assessments.

During the remainder of Fall 2004 and Spring 2005, the discussion, refinement, and approval of the new Black Hawk College General Education/Core Curriculum grid, which aligns with the Illinois Articulation Initiative standards, was finalized and approved by the Quad-Cities Faculty Senate on March 2, 2005, and by the East Campus Faculty Senate on April 5, 2005 (see Appendix 8.2). This new grid links the major headings of the earlier matrix to the IAI outcomes and definitions. The new grid assisted faculty in clarifying how their courses fit under both College and IAI outcomes. Since the understanding of faculty as a whole about IAI was strong, the new outcomes spurred increased interest and activity in evaluating and documenting the results of student learning.

As a result of the new grid, a major question among faculty and administration about whether or not to continue with an artifact collection process to help measure general education outcomes was answered. Although Black Hawk College used the process of artifact collection to measure the general education outcomes since 1999, analysis had not met the original vision of a comprehensive approach. In order to support ongoing general education assessment, it was decided that departments would design their own unique artifact process (e.g., test-embedded questions) as a next step using the IAI standards. Additionally, in academic year 2005-2006 it was announced by the Illinois Community College Board that they would incorporate the IAI standards for general education into its statewide Program Review planning model starting in FY07 (see Appendix 8.3). The Black Hawk College decision to correlate its core curriculum with IAI standards was timely not only for internal purposes but also for alignment with the major state assessment of program outcomes and student learning.

3.2 – The General Education Review Team

Student Learning Committee and Faculty Senates approved the formation of a General Education Review Committee (GERT), comprised of faculty from each of the core curriculum strands, would analyze the results of all academic departments' general education artifacts and student learning outcomes and provide feedback. Ad hoc members would be academic deans and a representative from the Planning and Institutional Effectiveness office.

At this initial meeting on August 18, 2005, GERT reviewed the proposed purpose statement and recommended that it be forwarded to the Student Learning Committee without changes. The statement is the following:

The General Education Review Team (GERT) will serve as an Ad Hoc planning group to the BHC Senate Student Learning Committee. GERT will assist in a review of the College's general education outcomes—in the context of the student learning yearly cycle data. GERT will 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.

GERT then briefly reviewed the history of general education assessment and other assessment practices at Black Hawk College. Those who participated in the Higher Learning Commission Student Learning Institute held in Lisle, Illinois, on June 28-30, 2005, discussed the analysis and information learned from that event.

GERT then received a feedback chart and were divided into teams to analyze the Interim Report on Student Learning: Cycle 2004-2005 information. At the end of the review, GERT debriefed and discussed observations of the information presented in this report. The following are comments from that discussion:

- Include feedback on more of the department's discipline(s).
- Report completely all activities happening within the department.
- Pre/post tests are useful. More departments may want to look at next-course progression to further evaluate student progress. This approach may help in the long term to evaluate why/how students are learning better.
- Continue to do benchmarking for best practices in general education assessment.
- Use and/or integrate state program review feedback.
- Report goes through several filters to get to its final stages. Would writing the reports in a department meeting be possible?
- Some departments are using career and technical education and workplace practitioners to get feedback on student progress toward meeting program goals.
- Some career and technical areas are using an exit interview with an employer to see the strengths and areas needing improvement in the program.

The second step involved GERT debriefing and discussing observations regarding each department summary. The synopsis of that discussion is included in the document (see Appendix 8.3).

During academic year 2005-2006, the Student Learning Committee, in discussion of the feedback from the GERT Committee, decided to do a gap analysis of all IAI general education courses to the new General Education/Core Curriculum grid. Initially, the GERT was to do the analysis, but upon discussion with the Senates and faculty, it was requested that all instructional departments perform the analysis. Departmental teams accomplished this during the Fall 2005 semester.

3.3 – General Education Assessment: Student Learning Goals, Direct and Indirect Measures, and Results
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The College has divided its instructional units into twelve departments. All but three contain both transfer (A.A./A.S.) and career and technical (A.A.S.) disciplines or programs. One unit has transfer disciplines, while two others have faculty involved in either student service functions and teaching

academic support classes or in non-credit adult education, optional education, GED, or ESL preparation. The *Report for Improving Student Learning: Cycle 2004-2005*, showed the growth in approaches used in instructional areas for assessing student learning using direct and indirect measures.

Some examples of direct measures are pre-tests and post-tests; portfolios; standardized tests and industry-certifying exams (e.g., Degrees of Reading Power; HESI-NCLEX preparation instrument; ASC exam); performance evaluations; standardized rubrics; writing exit exam for composition sequences; and oral interviews and assessments. Indirect measures include comments from advisory meetings; graduate surveys; feedback from classroom assessment techniques; self-assessment surveys; focus groups; nationally designed student inventories (e.g., Noel Levitz Survey of Student Satisfaction); and surveys from practicum and internship advisors.

Specifics on general education outcome strands, student learning plans, direct and indirect measures, and results are noted in the tables and supporting information below:

Table 3.3A-- General Education Outcomes: Strand A
<p>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).</p>
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).

Student Learning Goals: In academic year 2004-2005 the biological science discipline faculty decided to begin doing pre-course and post-course exams using the same test-imbedded questions. This same process will occur with the physical science discipline faculty during academic year 2005-2006. Physical and biological faculty will conduct a review of discipline outcomes to check alignment with General Education/Core Curriculum grid.

Direct Measures:

- Students in general education biological science classes will take pre-course and post-course exams using common test-imbedded questions.
- Students in general education physical science classes will take pre-course and post-course exams using common test-imbedded questions.

Indirect Measures:

- Students in general education biological and physical science courses will have opportunities to share input on the learning environment through faculty-designed classroom assessment techniques.

Results:

- In 2004-2005, the post-course performance in the general education biological sciences showed significant increases: BIOL 101 (Human Biology, 3 sections) increased 60%; BIOL 105 (General Biology I, 2 sections) increased 120%.
- Results from other biological science courses were that BIOL 120 (Nutrition, 2 sections) increased 22% and BIOL 145 (Anatomy and Physiology I, 1 section) increased 130%.
- The results of the 2005-2006 physical science courses will be submitted in the yearly student learning cycle report.

Table 3.3B-- 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.
B.5 Recognize the limitations of mathematical and statistical models.

Student Learning Goals: In academic year 2004-2005 the math discipline collected grade distribution data for all of the math courses for the summer 04, fall 04, and spring 05 terms and entered the information into a database. The goal of gathering these baseline percentages is to show the success rates in each of the math courses. There was collaboration within the discipline to track success in next class in both developmental and general education sequences. Self-assessment data is collected from students in CS100 at the start and end of each semester.

In academic year 2005-2006 this tracking will continue. An end-of-course outcomes quiz was completed in the MATH 080 courses in fall 2005. 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. This strand area reviewed courses in fall 2005 to confirm alignment of outcomes with the general education indicators. COMPASS cut-off scores are being reviewed for accuracy in placement of students in math sequences. Math and computer science faculty will conduct a review of discipline outcomes to check alignment with General Education/Core Curriculum grid.

Direct Measures:

- Review of grade distribution figures in all math courses.
- Exit quizzes 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.

Indirect Measures:

- Students in general education mathematics and selected computer science courses will have opportunities to share input on the learning environment through faculty-designed classroom assessment techniques (e.g., Muddiest Point).
- Journaling project reviews and records students' attitude toward studying mathematics.
- CS100 students do self-assessments at the start and end of each semester.

Results:

- Study of 870 students in MATH 080 since fall 2003 by 8 faculty show improvement or steadiness (0% change) in all course learning objectives: arithmetic operations increased 17%; percentages, ratios, proportions, and geometric applications increased 6%. No areas showed decline.
- The similar study in MATH 108 and 110 are entered in the database but do not have analysis completed yet.
- Presenting students did well in calculus demonstration and requested that instructor offer Differential Equations in a seminar manner in spring 2006.
- The results of the 2005-2006 math direct and indirect assessments will be submitted in the yearly student learning cycle report.

Table 3.3C-- General Education Outcomes : Strand C
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.

Student Learning Goals: In academic year 2004-2005 full and part-time faculty in speech reviewed SPEC 101 and created a template to assess students in the course. Students in AA, AS, and AAS degrees requiring ENG 101 are assessed through a written exit-exam process. Students must pass the 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 take ENG 101. Over the past two years, the College has supported bringing in regional and national experts to assist in the training of interdisciplinary exit-exam reviewers.

In academic year 2005-2006, SPEC 101 faculty are using 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. In the provision for setting up an exit exam process for those students who wish to enter ENG 102 is being reviewed. Full and part-time faculty in the speech discipline are meeting monthly to discuss and document academic year planning steps, outcomes of implemented objectives, and anticipated improvements in support of student learning for each new semester. COMPASS cut-off scores are being reviewed for accuracy in placement of students in writing sequences. Composition and speech faculty will conduct a review of discipline outcomes to check alignment with the current General Education/Core Curriculum grid.

Combine the two statements regarding Speech faculty meeting monthly. Statements about English should be kept together in the paragraph.

Direct Measures:

- 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).

Results:

- Students in SPEC 101 greatly improved the establishment of credibility in 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 material 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.
- Analysis of the Quad City Campus 2004-2005 exit essays showed a significant drop on mechanical and stylistic errors. Of failing essays in fall 2004, 151 out of 463 (32.6%) noted problems in these areas. In spring 2005, 66 of 195 (33.8%) showed these errors. Faculty revised course delivery to include more critically-responsive writing.
- Analysis of the East Campus exit essays showed in fall 2004 that 95% of ENG 091 and 93% of ENG 101 students passed the first exam cycle. In the second round, 100% of the ENG 091 students passed and 89% of the ENG 101 students tested successfully. In spring 2005, 91% and 93% of ENG 101 students passed the first exam cycle. In the second round, 100% of the ENG 091 students passed and 69% of the ENG 101 students passed successfully.
- The results of the 2005-2006 composition and speech direct and indirect assessments will be submitted in the yearly student learning cycle report.

Table 3.3D 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.

Student Learning Goals: In academic year 2004-2005 faculty began strengthening existing assessment measures and planning first steps for discipline assessments. All areas in this strand are using classroom assessment techniques to monitor student learning and understanding at regular intervals.

During academic year 2005-2006 Literature, humanities, philosophy, art, music, foreign language, and media faculty will conduct a review of discipline outcomes to check alignment with 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).

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.

- During academic year 2005-2006 the information from the portfolio review will be used to strengthen needed areas within the art discipline and for improving student learning.

Indirect Measures:

- Students in HUM 101 do self- assessment before and after participating in Nez Perce tribal concepts musical exercise which is videotaped.
- 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.

Results:

- Students in HUM 101 show gain in self-knowledge about Nez Perce tribal musical customs as a result of participation in video exercise.
- The results of the 2005-2006 literature, humanities, philosophy, art, music, foreign language, and media direct and indirect assessments will be submitted in the yearly student learning cycle report.

Table 3.3E-- 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.

Student Learning Goals: In academic year 2004-2005 quantitative evaluations were done in selected psychology and sociology courses using pre- and post-tests. 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 alignment of general education strand E outcomes and general education course objectives will occur. Additionally, a large scale pre- and post-test project initially targeting, but not limited to, multi-section general education courses is planned.

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 initiated in 2005-2006 for ANTH 101 and 102.
- Faculty conduct small and large scale studies examining the relationship between reading scores and achievement.

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 clicker feedback system to indicate responses to class learning activities in sociology courses.
- Analysis of results on exams and assignments to refine teaching strategies.

Results:

- 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 clicker system, and modifications in generic syllabi.
- During fall 2005 faculty received affirmations from students that modifications in delivery approaches and strategies were supporting learning.
- Continued refinement of the pre- and post-test assessments are occurring.
- Economics noted in 2004-2005 a decline in performance. Analysis of student comments notes dissatisfaction with current text book.
- Analysis of economics student pre-tests show that this year's entering cohorts have less knowledge of the discipline than in previous years.
- The results of the 2005-2006 Strand E direct and indirect assessments will be submitted in the yearly student learning cycle report.
- An interdisciplinary project examined the relationship between identified writing issues (spelling, grammar, organization, etc.) and students' completion of the English sequence. Students who completed 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.
- A study of reading scores and success rates in introductory courses in psychology and sociology. Current data 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 Psychology 101 and/or Sociology 101.

- 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 will be embedded in this course. Additionally, plans are being made to track these students during their first semester of enrollment in one or more online courses.
- 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 will add this dimension of data analysis at the end of FY2006. The following outcomes are possible: aligning syllabi to the general education grid resulted in recommending a change in the descriptors in Strand E from individual to humans to more accurately represent all of the disciplines in the social sciences and pre- and post-testing may extend well beyond the core curriculum.
- There is interest from faculty within and across Strand E disciplines to design and test instruments to analyze results.
- The results of the 2005-2006 Strand E disciplines' direct and indirect measures will be submitted in the yearly student learning cycle report.

<p>Table 3.3F-- General Education Outcomes: Other Provisions in Non-Western Studies Aligned the Diversity Component of Strand E (This category is a BHC requirement that goes beyond the IAI general education outcomes. Courses taken in this category assist BHC students who may transfer to institutions who still require a non-Western component to general education.)</p>	
E.	Develop an Appreciation of Human Continuity, Diversity, and Change Through the Study of Social and Behavioral Sciences (Courses: 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).
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.

Student Learning Goals: 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:

- No formal direct measures are yet in place. Faculty in these discipline areas 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.
- The results of the 2005-2006 non-Western disciplines' direct and indirect assessments will be submitted in the yearly student learning cycle report.

**3.4 – Career and Technical Program Level Assessment:
Student Learning Goals, Direct and Indirect Measures, and Results**

Faculty teams across the College examine carefully the progress of students in A.A./A.S. 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 programs 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 being planned. Proposed outcomes for the retreat are to benchmark current approaches in assessment in technical areas, 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.

Career and technical programs are clustered under the general curricula headings of agriculture, health, child development, and trade and technical (see Appendix 8.3 for a full list of programs by category). Listed below are summaries for the career and technical program clusters.

Agriculture Curricula

Lee Denzer and Dr. Hamel are working together to add more detail to this section.

Student Learning Goals: Faculty are exploring the use of a program portfolio and a practicum summary as part of 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:

- None in place at this time.

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.
- The results of the 2005-2006 agriculture curricula direct and indirect assessments will be submitted in the yearly student learning cycle report.

Business Curricula

Student Learning Goals: The business curricula faculty collect assessment reports at the end of fall and spring semesters annually. 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.

Indirect Measures:

- Feedback from Advisory Boards.
- Feedback from Graduate Surveys.
- Classroom assessment techniques.
- Student self-assessment surveys.

Results:

- Computer Science students show growth in self-assessment scores over the semester. Nearly all students report skill levels of four or five on five-point scale.
- Employer and advisory feedback for Computer Information, Office Careers, and Health Information show student graduates are performing well in the workplace and are meeting the skill needs of employers.

Health-Related Curricula

Student Learning Goals: 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 EMT's 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 for EMS:

- 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 for EMS:

- 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 for EMS:

- 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 3.4A--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%

**2005 EMT Basic data is still incomplete.

Student Learning Goals for Associate Degree Nursing: 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. The results of the ADN program direct and indirect assessments will be submitted in the yearly student learning cycle report.

Direct Measures for ADN:

- End of program testing by HESI.
- 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) will evaluate progression of nursing knowledge within the curriculum.

- NCLEX-RN results evaluate program outcomes.

Indirect Measures for ADN:

- 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.

Table 3.4B--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

Student Learning Goals for the Practical Nursing (PN) Program: 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. The results of the PN program direct and indirect assessments will be submitted in the yearly student learning cycle report.

Direct Measures for PN:

- End of program testing.
- State licensure exam.

Indirect Measures for PN:

- 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.

Table 3.4C--Practical Nursing Completion Rates

Course	Number of Students Who Started	Number of Students Who Completed	Percent of Successful Completions
PN 101	91	84	84
PNC 101	90	83	97
PN 124	75	73	92
PNC 124	75	73	97
PN 105	93	79	83
PN 125	83	82	92
PNC 125	77	76	99
PN 108	85	82	95
PNC 108	85	83	96

Student Learning Goals for Basic Nurse Assisting: 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 for Basic Nurse Assisting:

- Successful completion of the Basic Nurse Assistant Training Program course.
- Successful completion of 21 skills in clinical setting.
- End of program testing
- Successful passage of the Nurse Assistant Training Competency Evaluation Program (NATCEP) written test.

Indirect Measures for Basic Nurse Assisting:

- 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.

Table 3.4D--Basic Nurse Assistant Completion Rates:

Course	Number of Students Who Started	Number of Students Who Completed	Percentage of Successful Completions
NA 100 2004	89	87	95%
NA 100 2005	91	89	95%

Physical Therapy Assisting

Student Learning Goals for Physical Therapy Assisting (PTA): 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 is setting 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. Outcomes of this pilot information will be reported in the student learning cycle report for 2005-2006. The results of the Physical Therapy Assisting program direct and indirect assessments will be submitted in the yearly student learning cycle report.

Direct Measures for PTA:

- End of program testing.
- State and professional licensure exams.

Indirect Measures for PTA:

- Discussions and meetings PTA's 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.

Table 3.4E--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%

Child Development

Student Learning Goals: 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.

Direct Measures:

- Portfolio process is used in Child Development.

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:

- Use of Illinois Early Learning Standards in portfolio assignments and within capstone practicum course is assisting program graduates 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.

Trade and Technical Programs

Student Learning Goals for Auto Mechanics and Ag Mechanics: 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 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.

Direct Measures:

- All certificate students will take pre-test in each of the eight areas of A.S.E. tests.
- All certificate students will take post-tests in each of the eight areas of A.S.E. test and will perform at a 70% level which would pass an actual test.
- Certificate students will pass three A.S.E. tests given by A.S.E.

- 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

Indirect Measures:

- 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 A.S.E. for the individual class.

Results:

- The department realized an improvement in the 2005 results and hopes to see further improvement in 2006 results.
- The students are currently signing up for the National ASE tests.
- The use of pre- and post-tests let the instructors design the classes to help the student gain the most skill possible.
- 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.
- Results from these skill sheets have resulted in new courses and redesigning how classes are delivered. The program now offers the core mechanics classes in the first twelve months that the student is in the program.
- One of the most exciting forms of assessment that started this academic year is mandatory competency lab assessment. This has resulted from 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 results from fall semester were a 95% completion rate. The students saw this as a value to their skill and have asked to do this two times during the semester.
- For Spring 2006, the above is being done at midterm and at finals. These competencies are also addressing the need for increased performance in diagnosis.
- The results of the 2005-2006 Auto Mechanics and Ag Mechanics Program direct and indirect assessments will be submitted in the yearly student learning cycle report.

3.5 – Other Areas of Assessment

English as a Second Language

In the Fall of 2002, the ESL Program faculty decided to add a portfolio requirement for graduation from the program. Since the goal of the program 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.

At a special graduation ceremony, students receive a certificate that says that they have completed the portfolio requirements and have demonstrated that they can successfully move on to their next step. 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.

Over the last three years, the faculty and students have found the portfolio has been a valuable program addition, especially to the students. The ESL program is intensive. Students study each class five days per week and have two to three hours of homework each night per class. Although some of students are full-time, most of are part-time and work full-time or close to full-time. Therefore, their lives are hectic as they run from class to school and stay up very late completing assignments for the next day. In such a life, there is little time to look back or to think about what has been accomplished.

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.

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 but 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.

- In the Fall 2003 comments, students were overwhelmed by the amount of homework that they were given. As a result, the advanced reading and writing teachers decided to create a joint research project so that students could do the research for their papers in the reading class and use it for the writing class.
- 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.

Also, since the Fall 2002 and in almost all of the reports since then, students have expressed a desire for more interactions with Americans. As a result of these comments, the program has arranged several class projects with the Intercultural Communication classes. The following are some examples:

- The pronunciation and conversation students meet with their American counterparts to discuss gestures and body language.
- In spring semester, there is now a cross-cultural interaction night in which the U.S. students from the communication classes are invited to sit down with the students from the ESL program to discuss cross-cultural issues.
- During Spring 2005, ESL students meet after class with students from the cross-cultural communication class once a week. However, at the end of the semester, very few ESL students regularly attended. Although they wanted this interaction, they were not able to take advantage of it due to very difficult schedules. It was realized that to meet this need of the ESL students, the interaction will have to be during class hours and as part of class projects.

Another program improvement that was made in direct response to the student comments was the addition of a tutor to the ESL lab. ESL students really appreciate this resource, and the benefits of this resource are mentioned in each report. In Fall 2005, the students expressed a desire to extend this service to the evening, so now an evening lab tutor is available on Monday and Thursday evenings from 6:00-8:00 p.m.

In Spring 2004, students expressed dissatisfaction with the technology in the ESL lab. The majority of the negative comments made in that semester's portfolio letters were about the malfunctioning of the computer terminals. Upgrades and new software was added to the lab's computers. Those comments are minimal now.

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.

English Exit Exam Process

Black Hawk College has followed an exit exam process for students in English 091 and English 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, were not formally summarized 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. Listed below is a summary of the exit exam results since fall 2003.

Exit Essay Results for ENG 101 Students: Fall 2003 – Spring 2005

Toward the end of each semester, all students enrolled in ENG 101 at the Quad-Cities Campus are required to take an exit exam. Students have two opportunities to write a passing essay, each with a different topic. The essays are scored by third party readers.

Prior to 2004-2005, the exit exam required students to write an essay in response to a topic prompt. Beginning in Fall 2004, the exit exam required students to write a critical response to a published essay.

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.

Table 3.5A—Fall 2003-Spring 2005 Results for ENG 101

SEM	M-D ENR	1 ST ATTEMPT	PASSED	2 ND ATTEMPT	PASSED	Cr. Res.*	Focus	Org.	Dev.	Style	Co
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
ERROR TOTALS						37	246	182	281	194	288

The chart above 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.

Conclusions:

- From Fall 2003 to Spring 2005 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."
- The experimental Compass scores, put into place for Spring 2005, have an effect on student learning that has not been measured.

Exit Exam Results for ENG 091 Students: Fall 2003 – Spring 2005

Toward the end of each semester, all students enrolled in ENG 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 ENG 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.

Table 3.5B—Fall 2003-Spring 2005 Results for ENG 091

SEM	M-D ENR	1 ST ATMPT	PASS	2 ND ATMPT	PASS	FOCUS	NO TPC SENT	ORG	LACK OF DETAIL	DICT- ION	SYN TAX
F 03	238	178	149 (84%)		24	7	9	7	21	2	9
S 04	199	136	120 (81%)	14	14 (100%)	2	3	4	8	0	3
F 04	252	167	134 (78%)	24	18 (75%)	5	6	6	10	4	13
S 05	184	124	105 (85%)	14	13 (93%)	3	3	4	5	2	8
ERROR TOTALS						17	21	21	44	6	31

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.

The results of the 2003-2004 exit essays were analyzed for error frequency with the results reported to all composition faculty. Of the failing essays, the faculty noted that 209 of the 382 noted problems in the fall (54.7%) and 56 of the 151 noted problems in the spring (37%) were associated with mechanical and stylistic errors. This relatively high frequency of such errors resulted in many faculty placing a stronger emphasis on the learning objective to "Apply the conventions of edited American English."

Analysis of the 2003-2004 exit essays also yielded the recognition that the exit essay process effectively measured two of the five course objectives, but that success in meeting a third objective could also be assessed by providing students with a professionally written essay as the topic for their exit essay. This realization led to a change in the exit writing process. Beginning with the fall semester of 2004, students would respond critically to a carefully selected contemporary essay, providing a tool to assess the learning objective to "Comprehend, analyze, and criticize published and peer writing."

As English faculty discussed the process of evaluating student essays, they came to the realization that the evaluation would be strengthened with the inclusion of faculty and professional staff from other areas of the College as well. Beginning with the fall semester of 2004, graders were drawn from throughout the College and were all required to participate in holistic grading sessions with Professor Carl Herzog from St. Ambrose University.

Therefore in 2004-2005, a new category, "critical response," was added to the assessment. Analysis of the 2004-2005 exit essays showed a significant drop on mechanical and stylistic errors. Of the failing essays, 151 out of 463 noted problems* (32.6%) in the fall and 66 of the 195 noted problems* (33.8%) in the spring were associated with mechanical and stylistic errors. The change in the exit process that

was implemented in 2004-05 led many faculty to revise their courses to include more critically responsive writing.

The value of the exit essay process has transformed the English faculty at the Quad-Cities Campus from a group who had doubts and concerns along the way about third-party grading and about the value of such assessment to a group who are committed to finding the most effective means of assessing and of using those results to improve student learning. The English faculty are committed to putting into place a course-wide assessment for Composition II in 2006-2007.

Developmental Reading and Math

Reading Program Evaluation

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 pretest 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 pretest thus serves as a secondary assessment confirming the accuracy of ASSET or COMPASS scores that are used to place students into developmental reading. Since spring 2004 five to seven students “test out” of REA 093 per semester, and ten to fifteen students “test out” of REA 098 per semester. The pretest, as administered, allows fifteen to twenty students per semester to save both time and money.
- **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 posttest. All students in REA 093 and REA 098 are required to take the DRP pretest and the DRP posttest. 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 (pretest scores and posttest 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 on page 3 displays the pre-and posttest group means as well as the mean difference (group gain score). The results are discussed later in this report. (SPSS output for each paired-samples *t* test is in Appendix A.)

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 posttest. 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 are the “Diagnostic Tests” which accompany the test banks for the REA 093 and REA 098 textbooks (REA 093, DiYanni, Putting It Together; REA 098, DiYanni, Making It Work). Each “Diagnostic Test” is composed of college-level textbook reading passages followed by multiple choice questions that address specific skills. The official course syllabi skill sets overlap with the skill sets measured by the two “Diagnostic Tests.” All reading faculty incorporated the appropriate twelve-question “Diagnostic Test” into their final exams for REA 093 and REA 098. The charts on page 5 display the data obtained using these informal course objectives measures. The results are discussed later in this report.

Discussion of Formal Assessment-Gain Scores and Group Means:

The data from academic year 2004-2005 pre- and posttesting were subjected to statistical analysis. Summaries of these analyses appear below in table form along with parallel data obtained for the 2002-2003 and 2003-2004 academic years. The data reveal that 2004-2005 pretest and posttest means remain fairly stable for both REA 093 and REA 098 when compared to 2003-2004. For REA 093 the posttest means are very consistent for the past four semesters (60.2-60.7) with the gain score hovering around 5.0. Spring 2005 is the exception with a gain score 6.6.

Conversely, the gain score for spring 2005 for REA 098 is lower at 2.7 when compared to the three previous semesters with a gain score range of 4.2-5.0. Further perusal of the data reveals more variability in posttest means among the four 2003-2005 semesters for REA 098 when compared to REA 093. REA 093 posttest means range from 60.1-60.7 for the four 2003-2005 semesters while REA 098 posttest means range from 65.1-68.4 for the same four semesters. Interestingly, when one compares yearly average posttest means there is only a slight difference in variability between REA 093 and REA 098. The yearly average posttest mean for REA 093 is 60.37 in 2003-2004 compared to 60.57 in 2004-2005, a positive difference of .20. The yearly average posttest mean for REA 098 is 66.78 in 2003-2004 and 67.07 in 2004-2005, a positive difference of .29. While these yearly differences are slight, nevertheless, it is encouraging to see the posttest means are increasing, and, in

the case of REA 098, are inching closer the benchmark of 70. 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.

Table 3.5C—Fall 2002-Spring 2005 DRP Results for REA 093

Semester	Pretest Mean	Posttest 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

*.05 level of significance

Table 3.5D--Fall 2002-Spring 2005 DRP Results for REA 098

Semester	Pretest Mean	Posttest 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

*.05 level of significance

** 2002-2003-pilot test year. Posttest had no bearing on passing the course.

*** 2003-2004-posttest 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 in ENGLISH

** 2002-2003-pilot test year. Posttest had no bearing on passing the course.

*** 2003-2004-posttest 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

Formal Assessment-Exit Test:

The DRP posttest serves as the course exit test. All teachers administer the exit test during the 14th week of the semester. The 2004-2005 academic year is the second year the exit test has been a

mandatory part of the curriculum. This year the minimum acceptable score was raised for both REA 093 and REA 098. Although formal data have not been collected, teacher observation indicates there has not been a noticeable increase in the number of students failing the exit test compared to 2003-2004 when the cut scores were lower.

Of 73 REA 093 students who took the exit text in fall 2004 (4 of 5 sections reporting), 7 failed to achieve the minimum cut score. Of 201 REA 098 students who took the exit test in fall 2004 (11 of 14 sections reporting), 9 failed to achieve the minimum cut score. For spring 2005, of 32 REA 093 students who took the exit test (3 of 3 sections reporting), 6 failed to achieve the minimum cut score. For spring 2005, of 109 REA 098 students who took the exit test (11 of 11 sections reporting), 10 failed to achieve the minimum cut score. For the 2004-2005 academic year, 13 REA 093 students (12.4%) and 19 REA 098 (6.1%) students failed the exit test. The total number of failures as well as the corresponding percentages is less than would be expected in light of pretest scores that would seem to indicate a greater number of students would likely have difficulty achieving the posttest minimum score. 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 pretest scores drop out of class before the posttest is administered. Additional observation indicates that 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:

As of this writing, complete sets of raw data are not available. Given that constraint, interpretation of data is tentative and subject to revision. For REA 093 there was great variability in fall and spring scores for Objectives D and F (fact/opinion and study skills). Additionally, there was significant variability for Objectives A and C (comprehension and main idea). For REA 098 the fall and spring scores are fairly consistent. Comprehension and main idea stand out as the lowest measured objectives. These results will be updated when all the raw data is available. For REA 093, one would expect increased stability between fall and spring scores. The larger data set should increase the validity of the results. For REA 098, the consistency between fall and spring scores would seem to indicate the results are reasonably valid. It is noted that the data set for fall 2004 appears adequate in total number of student responses, while spring 2005 is quite small. In spite of the limitations of this first attempt at measuring course objectives, the reading program does have some baseline data to use for a reference point as the measurement of course objectives is refined.

Table 3.5E—Fall 2004-Spring 2005 Course Objectives Measure for REA 093
Using Diyanni Diagnostic Test

Objective	*Fall 04 # correct / total n	Fall 04 Percent	**Spring 05 # correct / total n	Spring 05 Percent
Comprehension A	46 / 62	74.2%	22 / 42	52.4%
Vocab B	36 / 62	58.1%	25 / 42	59.6%
Main Idea C	46 / 62	74.2%	22 / 42	52.4%
Details C	9 / 31	29.0%	3 / 21	14.3%
Fact/opinion D	20 / 31	64.5%	4 / 21	19.0%
Flex rate E	14 / 31	45.2%	10 / 21	47.6%
Study Skills F	22 / 31	71.0%	8 / 21	38.1%

* 2 of 5 sections reported

** 2 of 3 sections reported

Table 3.5F—Fall 2004-Spring 2005 Course Objectives Measure for REA 098
Using Diyanni Diagnostic Test

Objective	*Fall 04 # correct / total n	Fall 04 Percent	*Spring 05 # correct / total n	Spring 05 Percent
Comprehension A	336 / 724	46.4%	73 / 152	48.0%
Vocab B	146 / 181	79.0%	30 / 38	78.9%
Main idea C	58 / 181	47.2%	13 / 38	34.2%
Mj/mn details D	152 / 181	84.0%	28 / 38	73.7%
Critical reading E	454 / 724	62.7%	86 / 152	56.6%
Org patterns F	121 / 181	66.9%	22 / 38	57.9%
Study skills G	119 / 181	65.7%	27 / 38	71.0%

* 11 of 14 sections reported

** 4 of 11 sections reported

Progress and Recommendations:

Reading faculty, individually and collectively continue work to strengthen the curriculum as a means of fostering students' attainment of the college-level reading skills that will support them throughout their academic careers. One avenue to a strong curriculum is a uniform curriculum with high standards. All sections of developmental reading use a common basic textbook. Rigorous textbooks for both REA 093 and REA 098 have been in place for one year. In addition, a "textbook reader" is now required for both courses. The textbook reader contains one chapter each from college level texts: business, psychology, communications, biology, and history. Students practice targeted skills using typical college-level text. Although a vocabulary textbook is not required, teachers who do use such a text are encouraged to select a common book. In the future a common vocabulary text will likely become mandatory as well.

In addition to common materials, the reading program is phasing in common classroom policies. A final exam is now required for all students. Faculty have similar classroom policies for the acceptance of late homework and for missed quizzes and tests. Classroom policies will be reviewed at the

beginning of the fall 2005 semester. Encouraging and maintaining uniformly high standards for student performance in all reading classrooms is an ongoing goal. The exit test has provided the vehicle for conversation on this topic as well as concrete data that dictates the necessity of doing so. As stated earlier, the incidence of a student earning a passing grade but failing the exit text is rare; when the exit was implemented four semesters ago, there were more students in this circumstance than there are now, even with the higher cut scores implemented this year. 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. What level of minimal competency is acceptable? Should the cut scores be raised? These questions will be addressed in the coming year.

The informal assessment of learning objectives project, while not entirely successful, does merit continuation for the 2005-2006 academic year. The timely submission of test scores is an issue that is easily addressed. The validity of the instruments for the intended use is an issue that reading faculty must explore in the coming year. Shall we continue to use the DiYanni "Diagnostic Test" instruments? Can we modify these tests so they more completely align with our curriculum objectives? Can we use parts of the DiYanni test banks to create our own version of the "Diagnostic Tests"? Shall we create our own targeted assessment of learning objectives? Again, these questions must be addressed early in the fall 2005 semester.

Math Program Evaluation

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.

Overall Analysis:

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.

Data Analysis:

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, 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 to the Math 080 Course and Teaching of Math 080 Based on Data Analyses:

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. There were several changes to date based on these discussions.

- 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.

Several teaching suggestions were made in order to improve student learning:

- Quiz over definitions and examples should be done with 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 worksheets and 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.

Learning Resource Center

While all faculty may request assistance in orienting students to the use of library resources and the internet, more intensive support is given to student in ENG 101 and 102. Through anecdotal feedback from faculty and from end-of-term surveys, the Learning Resource Center is showing that students are gaining awareness and understanding of the difference between the internet and library resources. Additionally, the faculty feedback and survey results indicate that students are using more appropriate materials for their assignments and are preparing better bibliographies. A future student learning goal is to investigate if skills attained in ENG 101 and 102 carry over to other courses (e.g., Psychology, Sociology, Humanities, and technology-related courses).

Adult Education

The Adult Education area tracks five major core outcomes as part of its student learning goals. 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 BHC 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. 45.12% retained employment, which is above 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. The percent is 77.93, which exceeds the federal target of 70 %.

Additionally, two other core outcomes are reviewed in Adult Education. 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 percent.

Business and Community Education Center

At the Business and Community Education Center (BCEC) students meet expected performance levels in all programs through documented testing outcomes. 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.

Student Success Center

The Student Success Center assists with tutoring and many academic support services for Black Hawk College students. Tutoring services collects data on participating students—such as demographics, the student's 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 allow students to let tutoring personnel know effectiveness of services so needed adjustments can be made. Tutors also get additional monthly training from faculty members in the English discipline. 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.

3.6 – Building Upon the Foundation of Learning

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.

As faculty began adding measurable objectives and methods of assessing student learning to generic syllabi, they realized that another step to offer support to student learning was to improve the classroom syllabus. College faculty, in dialogue with the Senate Student Learning Committee, established Guidelines for the Learning-Centered Syllabus in academic year 2002-2003. A checklist of information for students (including the mission statement, learning objectives, methods of assessment, etc.) to be included in courses syllabi was established. Full and part-time faculty were trained in summer, fall, and spring workshops on this topic, and an online tutorial called the “Syllabus Makeover” was developed by the Chair of the Communications and Fine Arts Department. These workshops continue on a regular basis for interested faculty and the guidelines are shared with all new adjunct and full-time faculty. From about a 10% conversion rate in 2002-2003, the College is nearing the goal of 100% alignment of classroom syllabus to the suggested format for Spring 2006.

4.0 – 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

5.0 – Changes in Curriculum, Methods of Instruction, and Academic Services or Resources Based on the Results of College-Wide Assessment Activities

Across academic departments, disciplines, and support services, faculty and staff were asked to reflect on the changes in curriculum, methods of instruction, and academic services or resources based on the results of College-wide assessment activities. The summaries below show the impact of assessment as perceived at the unit level.

Adult Education:

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.

Applied Science:

As a result of analyzing the outcomes of the ASE exams, the program faculty are putting more emphasis on diagnostic skills for students in AUTO. Auto program faculty are seeing an increase in students’ diagnostic skills. 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. AUTO faculty hope to see an ongoing increase in students’ successfully meeting or exceeding ASE exam competency levels in all skill areas.

Business and Community Education Center:

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.

Business Management and Marketing:

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 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 are also considering the addition of a capstone course.

Communication and Fine Arts:

The Music 109 course identified weak program areas through departmental measurements and worked to strengthen student success. Faculty meet with students in Music 109 and Music 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 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.

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.

Computer Information Technology:

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.

Humanities, Languages, and Journalism:

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.

The College continues to support training in holistic scoring of essays to improve reader reliability and support accuracy in analysis of essays.

One reading instructor adopted a new text for students in the developmental reading courses REA 093 and 098 and reinforced vocabulary objective mastery by offering multi-mode instructional methods.

Learning Resource Center:

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. The

library is developing a variety of techniques to further assist students: online test/skill measurement bank of questions, Jeopardy-style games, and a remote response system.

Liberal Arts and Science:

Biology assesses student skill recall by using weekly follow-up exams. 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.

Statistical item analyses of test questions in history allows 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 Archaeology 203 and History 120 series are examined for any needed updates to ensure close alignment of objectives with other transfer colleges and universities.

Analysis of the writing Exit Exam outcomes assists the writing faculty to make needed improvements in delivery of the composition sequence. Math uses muddy/clear style CATs in classes. 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.

Math and Manufacturing Technologies:

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 have occurred.

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 the Spring 2005 semester three full-time faculty incorporated the use of MyMathLab—a web-based math tutorial product--into some of their courses. The increase in success rates in sections using this online teaching/learning center for students was extraordinary. A survey performed in the sections using MyMathLab indicated that students wanted more access to this tool. For Fall 2005, plans are underway to have over 30 sections, all taught by full-time faculty, using this approach.

During the last week of the Fall 2004 semester, students in Calculus III presented 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.

Natural Science and Engineering:

The success of students in Biology 105 who had completed various classes in math, reading and composition was analyzed. Changes in prerequisites are pending in response to the findings. Other curricular areas are beginning to analyze similar data to see if changes in prerequisites are also necessary.

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.

A third calculus-based physics course was added to the curriculum a few years ago. For the last few years, this course has been offered during the summer term. By looking at student plans after transfer, it was seen that more students needed to have access to this course. The pre-engineering curriculum was organized so that this 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. Analysis of these results has led to changes in individual courses. These changes include emphasizing certain topics, changing the presentation methods used in class, and adoption of varied classroom assessment techniques.

Nursing, Allied Health, and Health and Physical Education:

In the Associate Degree Nursing (ADN) program, the faculty and Student Success Center are currently developing a series of presentations to help students who find program classes too difficult. The ADN program is implementing a major curriculum revision this fall. The faculty worked diligently to assure all pertinent nursing content is integrated into these revisions.

Social, Behavioral, and Educational Studies:

Faculty and other academic support areas have used the results of College-wide assessment activities to make changes in curriculum, methods of instruction and others 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.

After review of course pass rates in relationship to ASSET/COMPASS scores, faculty in Psychology 101 and Sociology 101 concur that college-level scores in reading correlated with passing grades in these courses. Additionally, Social and Behavioral Studies 100 was developed. Two sections were

piloted in Spring 2005. Student success of those taking this course will be tracked as students continue into Psychology 101 and Sociology 101. Conversations about the SBS 100 course are facilitating further collaboration options between psychology and sociology faculty.

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. Faculty will evaluate course outcomes and prepare ongoing assessment processes for FY2006.

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. Students also need higher mathematical calculation and computer knowledge to address requirements of homeland security.

Feedback from students in Psychology 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 Sociology 101 field tested a system that provides opportunities for the instructor to assist students in taking conceptual multiple choice examinations.

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. Program graduates note that this change has helped them after graduation and obtaining higher paid jobs in the field.

A Sociology 101 instructor implemented the Classroom Performance System (CPS) in all sections of Sociology 101 taught by that individual in Fall 2004. The CPS approach obtains immediate feedback from every student via response pads. The student response feedback to this approach is positive (e.g., 83% say clicker was helpful to learning; 85% say clicker increased awareness of understanding information in class and text; 100% said they used information from performance on the non-graded quizzes that prepare for graded tests; and 100% say the clicker has motivated student to read and/or study). A History 222 instructor uses feedback on what is clear or unclear to students in the instructional setting and feedback from pre-tests and post-tests to adjust delivery of information to best support student learning needs. A Psychology 260 instructor used feedback from pre-tests and post-tests to adjust delivery methods (e.g., greater emphasis on certain topics and use of power points in support of lecturer).

Student Success Center:

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.

6.0 – Impact of Assessment on Departmental Planning and Budgeting Processes

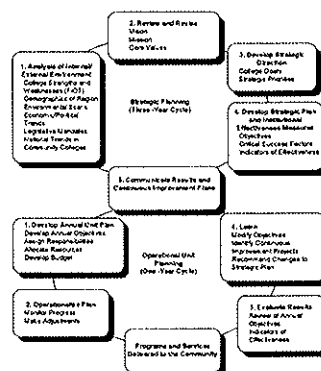
The Commission Statement on Assessment of Student Learning notes that "...while strong assessment should provide data that satisfy any externally mandated accountability requirements, its effectiveness in improving student learning relies on the integration into the organization's processes for program review, departmental and organization planning, and unit and organizational budgeting" (*The Higher Learning Commission Handbook of Accreditation*, Version 1:10/03, p. 3.4-2). Within Black Hawk College, student learning and elements of planning and budgeting are linked in many ways. This connection will be reviewed in sections 6.1-Institutional Effectiveness; 6.2-Curriculum Review; 6.3-Program Review; 6.4-Unit Planning; and 6.5-Student Listening and Learning Tools.

6.1 – Institutional Effectiveness

The Plan for Institutional Effectiveness, College-Wide Objectives, Unit Plans, Program and Curriculum Review focus on institutional outcomes that both directly and indirectly related to student learning and the assessment of student learning at all levels of the College. The primary purpose of Black Hawk College's Plan for Measuring Institutional Effectiveness is to support the assessment of student learning, drive improvement of quality of College function, and fulfillment of the College's mission. This section addresses the alignment and coordination of institutional assessment strategies that support and promote faculty assessment of student learning. It will define the following strategies: Curriculum Review, Program Review, Unit Plans, and Listening and Learning tools.

Table 6.1A

STRATEGIC PLANNING MODEL



Since academic year 2003-2004, a graphic showing the integration of instructional planning with the emerging institutional process steps has been adopted and inserted into the annually revised *Faculty Guide for Assessing Student Learning* (see appendix 8.6).

Kathy, can you get the graphic on the next page to fit in this space on this page?

**Table 6.1B—BLACK HAWK COLLEGE STUDENT LEARNING PLANNING
PROCESS**

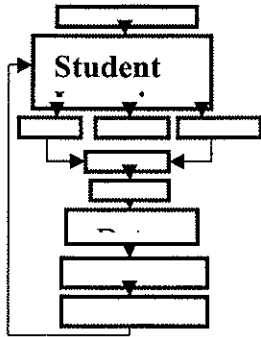
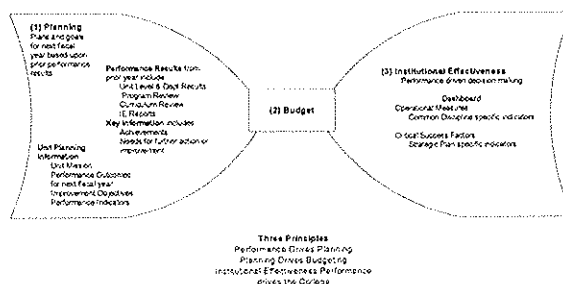


Table 6.1C

Integration of Planning, Budgeting and Effectiveness



6.2 – Curriculum Review

Curriculum Review is a critical analytical tool utilized by the College to review annually the instructional costs and productivity of its curricula. In accordance with the College's Vision Statement to provide quality instructional programs, the Curriculum Review process provides yet another standardized forum for the sharing of instructional goals, performance management, and evaluation information. The data being evaluated in this process include:

- Cost review of all courses offered within an academic department,
- Revenue/cost ratio (the District tuition and fees, lab fees, apportionment, equalization, and vocational education revenue divided by Department costs, instructor salary and benefits cost),
- Credit hours generated by the department during the given fiscal year,
- Number of unduplicated students enrolled by course, and
- Faculty FTE—credit hours produced by the Department for every 30 equated hours of faculty time.

The data based process serves as an early warning system so that faculty, department chairs, deans and the Vice President of Academic and Student Services can better anticipate problems and intervene appropriately and allocate resources as necessary to support quality instructional programs.

CURRICULUM REVIEW

Table 6.2A

		Maintain Support	Increase Support	Continue with Modifications	Continue with Major Revision	Reduce Support/Discontinue
2004	67	48	8	4	3	4
2003	63	43	6	4	7	3
2002	63	52	2	6	0	3

**CUURRICULUM REVIEW REVENUE TO COST
RATIO**
Table 6.2B

FY	Year Reviewed	<1.0	1.0 - <2.0	2.0 -<4.0	>4.0
2006	2005	12	38	9	10
2005	2004	11	34	22	8
2004	2003	13	45	28	4
2003	2002	12	46	29	3

6.3 – Program Review

The Program Review process is a collaborative effort between faculty and administrators. The Director of Planning and Institutional Effectiveness coordinates Program Review and collaborates with the Instructional and Student Services Council consisting of the Vice President for Instruction and Student Services, the Dean of Academic Administration, the Dean of Extended Educational Services, the Dean of Student Support Services, the Dean of Instructional Programs, and ad hoc representatives from information technology and marketing.

Basically, the Program Review process is a five-year assessment involving an intensive self-study. Components of Program Review include:

- Documentation of need using enrollment trends, student completions, job placement and labor market demand data.
- Program cost-effectiveness data derived from Unit Cost data. This analysis reviews the amount of money it takes to instruct one student for one hour.
- Program strengths and weaknesses.
- Graduate follow-up survey analysis of student satisfaction.
- New, beginning in the 2003 cycle, is the review of student learning assessment. Faculty review the process(es) the program has in place to ensure that students demonstrate mastery of the program's stated learning objectives prior to program completion, the use of the results of this assessment for continuous quality improvement of the curriculum, and student learning. In the event that a program has not yet fully developed program level assessment, the review process asked the Department to describe the process(es) being developed and the anticipated implementation schedule.
- Recommendations for Opportunities for Improvement are summarized as actions to be taken to improve the program.

Program Review is an excellent reflective process that easily lends itself to the outcomes reporting process. Program Review provides an opportunity to align courses with program outcomes and overall program outcomes with the Higher Learning accreditation standards and the Illinois Board of Higher Education Goal 5: All academic programs will systematically assess student learning and use the assessment results to improve programs.

PROGRAM REVIEW		6.3A			
FY	Total Degree/Certs Reviewed	Continued with Minor Improvements	Continued with significant modifications	Discontinue	Further Review
2006					
2005	25	22	2	0	1
2004	23	15	0	2	6
2003	32	12	0	11	9

6.4 – Unit Planning

The College maintains coordinated plans for institutional effectiveness and student learning. The Unit Plans that collectively make up the Plan for Institutional Effectiveness asks the questions, “Are students and the community getting what they want from the College?” and “Are College programs and services continuously improving to meet the needs of the student and the community?” while the Student Learning Plan asks “Are Students Learning?”

The purpose of the Unit Plan is to support and sustain college-wide continuous improvement efforts at Black Hawk College and provide information for resource allocation. This will be accomplished by using relevant and appropriate information to support assessment of student learning, program and service effectiveness, informed decision-making, and policy formation.

The Unit Plans are aligned to the College-wide Objectives to ensure that the College focuses its work on the critical priorities as identified by the College-wide Objectives, the Vision, and the Mission of the College. The College-wide Objectives and Unit Plan measure student academic achievement and indirectly measure student learning. One example is “Connecting with the Community: Employment.” Although employment is an indirect measure of the academic skill attainment of the student, it may also be affected by quality services provided by Career Services, the Academic Advisement Center, and the personal engagement and experiences of the student. Therefore, employment does not directly measure student learning but is an outcome that students and the community expect from the College.

6.5 – Student Listening and Learning Tools

The College continues to move toward a performance excellence strategy whereby listening and learning to students provides valuable information on the satisfaction and dissatisfaction of students. The tools used to listen and learn by students provide meaningful information on the views and behaviors that may contribute to the ability of the College to meet its mission. “To provide the environment and resources for individuals to become lifelong learners.”

The College first began surveying students to collect objective and relevant data about students’ experiences in efforts to better understand how effectively the courses, curriculum, and services were

meeting student needs. Since the first administration of the Noel Levitz Student Satisfaction Survey in 1996, the College has used several tools to listen and learn from students, including the Noel Levitz Student Satisfaction Survey, Graduate Follow-up Survey, and the Community College Survey of Student Engagement.

The Noel Levitz Student Satisfaction Survey is administered bi-annually. This tool indicates to the College not only how satisfied students are, but also what is important to students. In 2005, the results were examined and used to identify opportunities for performance improvement in student and academic services. These improvements were aligned with appropriate Unit Plans as Performance Improvement Objectives and will be reviewed annually until which time the performance has improved.

The Community College Survey of Student Engagement provides the College with a more in-depth look at how learning-centered indicators of quality are viewed by students. The focus of this listening and learning tool provides the College a more specific analysis of how students define their experiences as they relate to student-faculty interaction, student effort, and student perception of active and collaborative learning experiences. Many Illinois community colleges have chosen to join a consortium so that local data can be analyzed in comparison to not only national benchmarks but also Illinois benchmarks.

The Office of Planning and Institutional Effectiveness and the College Teaching/Learning Center Director are now analyzing the use of the data collected with this tool. It is anticipated that during fiscal year 2007, the strategy for analyzing, interpreting and using the data will be developed collaboratively with the College Student Learning Committee, Instructional Services Council, Teaching/Learning Center, and the Office of Planning and Institutional Effectiveness.

In all of the projects facilitated by the Office of Planning and Institutional Effectiveness, soliciting active partners in the process has been vital. In the instructional equipment, Unit Planning, curriculum Review, and program Review processes, all academic departments have participated. In preparing ICCB results reports and in designing and implementing strategic planning and institutional effectiveness models, major groups of faculty have been asked for input and have participated. Exploration of current and future continuous quality improvement strategies (e.g., becoming Lincoln examiners, preparing a Baldrige-Express application, participation in the Continuous Quality Improvement Network or CQIN, reviewing Academic Quality Improvement Program or AQIP standards) have also used faculty and staff teams. All of these efforts have found cooperation and support from the College's administration and governing board.

7.0 – Conclusions

Black Hawk College took seriously the Higher Learning Commission's feedback and used it to strengthen its efforts to document the results of its assessment efforts. The College—as a team of faculty, administration, governing Board, and students—has made steady efforts to improve and document the results of its student learning efforts. Doing this progress report also has offered the College valuable time to reflect on what has transpired since 2003 and note its strengths and opportunities for improvement.

Strengths:

- There is active participation in student learning processes by faculty and strong support by Faculty Senates
- College instructional administration are collaborators in student learning with faculty and offer resources (human and fiscal) to support efforts.
- Student learning is a regular discussion point at instructional faculty and administrative meetings.
- Regular cycles of assessment of student learning with documentation and feedback loops have been in place since August 2003.
- Development of updated yearly student learning faculty guides and departmental reporting forms has occurred.
- Support and measurement of outcomes on the IAI General Education/Core Curriculum grid by faculty in departments in transfer discipline groups is evidenced.
- The new Black Hawk College general education grid aligns with state IAI outcomes and Illinois program review process (see Appendix 8.4).
- Integration of student learning processes into academic levels (e.g., course/class, general education, and program) and institutional assessment levels is growing.

Opportunities for Improvement:

- Develop a comprehensive plan for assessment of developmental education.
- Complete integration of student learning processes into institutional assessment levels.
- Assist career and technical faculty to strengthen program outcomes measurement through direct and indirect measures.
- Identify career and technical support of general education outcomes.
- Implement career and technical measurement of general education outcomes.
- Confirm path of assessment for general education: stay with GERT review or adopt either portfolio or nationally normed tool (e.g., CAAP).

8.0 – Appendices

8.1 – Original General Education Core Curriculum

A Black Hawk College student completing the general education requirement will be able to:

A. APPLY THINKING SKILLS	B. APPLY QUANTITA- TIVE SKILLS	C. APPLY COMMUNICA- TION SKILLS	D. LEARN THROUGH- OUT LIFE	E. ADAPT TO CHANGE	F. ENHANCE PERSONAL VALUES
A1. Use inductive and deductive reasoning.	B1. Utilize basic computational methods.	C1. Process information through listening.	D1. Recognize the value of learning.	E1. Recognize the process of change.	F1. Participate as a team member.
A2. Apply information.	B2. Utilize models to predict outcomes.	C2. Convey ideas and information through speaking.	D2. Demonstrate a positive attitude	E2. Recognize interdependence of the World Community.	F2. Demonstrate self-esteem.
A3. Synthesize information.	B3. Interpret numerical data.	C3. Interpret written communication.	D3. Access information resources.	E3. Exhibit flexible thinking.	F3. Demonstrate motivation.
A4. Analyze information.	B4. Use experimental methods.	C4. Use standard English.	D4. Apply different learning techniques.	E4. Practice a proactive approach.	F4. Manage personal resources.
A5. Evaluate information.	B5. Demonstrate measurement techniques.	C5. Convey ideas and information through writing.	D5. Demonstrate a broad base of knowledge.	E5. Make decisions.	F5. Appreciate cultural diversity.
A6. Use problem solving process.	B6. Generate visual representation of data.	C6. Adapt information flow to audience.	D6. Integrate new and existing knowledge.	E6. Take risks.	F6. Recognize environmental issues.
A7. Generate new ideas.	B7. Recognize limitations of quantitative data.	C7. Use alternative methods of communication.	D7. Exhibit a long-term perspective.	E7. Modify behaviors and attitudes.	F7. Demonstrate scientific, cultural, and technical literacy.
		C8. Use communication technology.		E8. Adapt to technological changes.	F8. Demonstrate work ethic.
				E9. Adapt to cultural diversity.	F9. Formulate a code of ethics.
					F10. Establish personal goals.

DACUM Matrix of Curriculum
Outcomes
Black Hawk College, 1992

8.2 – Current Black Hawk College General Education/Core Curriculum

(Approved by EC Senate-4/5/05 and QC Senate-3/02/05)

A Black Hawk College student successfully completing the general education/core curriculum requirement will be able to:

Strand A: Apply Scientific Thinking Skills Through the Study of Physical and Life Sciences	Strand B: Apply Quantitative Skills Through the Study of Mathematics	Strand C: Apply Communication Skills Through the Study of Speech and Writing	Strand D: Evaluate Human Experiences Through the Study of the Humanities and Fine Arts	Strand E: Develop an Appreciation of Human Continuity, Diversity, and Change Through the Study of Social and Behavioral Sciences
A1. Develop an understanding of the methods of scientific inquiry, including the formulation and testing of hypotheses.	B1. Interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.	C1. Communicate clearly in speaking and writing.	D1. Apply discourse-specific language to the study of what it means to be human.	E1. Demonstrate an understanding of individual behavior.
A2. Be familiar with selected scientific principles in the physical and life sciences.	B2. Represent mathematical information symbolically, visually, numerically, and verbally.	C2. Use inventional, organizational, editorial, and expressive strategies.	D2. Demonstrate knowledge of self in relation to the environment and to cultures throughout the world.	E2. Demonstrate an understanding of societies in the world as part of one larger human experience in time and place.
A3. Make informed decisions about personal and societal issues.	B3. Use arithmetic, algebraic, geometric, and statistical methods to solve problems	C3. Write and speak for a variety of purposes.	D3. Express intellectual, cultural, and aesthetic awareness of the humanities and the arts.	E3. Analyze trends, institutions and/or influences of two or more of the following: society, history, politics, and economics.
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).	B4. Estimate and check answers to mathematical problems to determine reasonableness, identify and select alternatives for optimal results.	C4. Demonstrate an understanding of, and ability to adapt to a variety of communication processes.	D4. Demonstrate critical thinking, investigative, and reflective skills within the study of the arts and humanities.	E4. Demonstrate analytical, critical thinking, and communications skills.
	B5. Recognize the limitations of mathematical and statistical models.	C5. Demonstrate critical skills in reading, thinking, writing, and speaking.		E5. Demonstrate an understanding of methods of inquiry employed by social and behavioral scientists.
		C6. Summarize, analyze, and critique a variety of texts including academic discourse.		

<u>Strand A:</u> Apply Scientific Thinking Skills Through the Study of Physical and Life Sciences	<u>Strand B:</u> Apply Quantitative Skills Through the Study of Mathematics	<u>Strand C:</u> Apply Communication Skills Through the Study of Speech and Writing	<u>Strand D:</u> Evaluate Human Experiences Through the Study of the Humanities and Fine Arts	<u>Strand E:</u> Develop an Appreciation of Human Continuity, Diversity, and Change Through the Study of Social and Behavioral Sciences
		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 materials.		

8.5 List of Career and Technical Program Clusters

Kathy, please insert the page from the catalog that shows the list of Career Program Descriptions—you will find that list in the 2004-2006 catalog on page 6.

<p>8.4 – Illinois Community College Board Program Review Five-Year Cycle 2007-2011</p>

Kathy, please insert the new ICCB Program Review cycle for 2007-2011. You will find it on the “N” drive in the MIS folder—marked “New Calendar”—it is landscape so you may have to reconfigure it to fit on this page format.

**8.5 – General Education Review Team Committee Analysis
2004-2005**
NURSING, ALLIED HEALTH, and HPE

- + CATS, analysis of assign grades
Monitor progress completed
Used results ADN—to offer improvements for orientation
The percent of students passing is noted
- Δ Some disciplines less active than others
Completion

SOCIAL, BEHAVIORAL, AND EDUCATIONAL STUDIES

- + Large department with many disciplines
Some are large and some are small
Wide range of assessment tools are used (CATS—muddiest point, advisory)
- Δ Anthropology and archeology missing (could initiate discussion across the District)

NATURAL SCIENCE AND ENGINEERING

- + Pre/ post test/ Physical Science
Across all disciplinary-based standardized tests
- Δ Continue District conversations
Suggest: Not just course pre/post but also look at long term (application of knowledge later degree project such as how the science students are doing in nursing courses).
Perceived gap: Is there more happening that is not being recorded?

MATH AND MANUFACTURING TECHNOLOGIES

- + Math reports data
(However, no manufacturing technology, CT apprenticeships, electrical, welding)
Math is measuring many courses—Math 080, 108, 112, Calc sequence
Math uses CAT'S, grade distribution data
Math using MyMathLab technology
Change focus in assignments after assessments (e.g., questions on final exams)
Math discusses topics with adjunct faculty
Syllabi updated
Department has initial student-learning plan in place
- Δ Need information and data from MIS, especially on the success of students in future course

HUMANITIES, LANGUAGE AND JOURNALISM

- + Many activities are being done: read data collecting for changes, using standardized tests
pre/post
Exit exam
Portfolio (ESL)
CAT'S
- Δ Large department
Some disciplines need representation

BUSINESS MANAGEMENT/MARKETING

- + use student feedback to make progress
Use pre/post tests
Uses CAT'S
Uses student feedback to check progress analysis
- Δ Only two disciplines identified in report
Are more active? What are the measurements?

COMMUNICATIONS AND FINE ARTS

- + All disciplines report
CAT'S are used
Portfolio used in art and speech
First/speech last speech—got feedback on overall progress
Portfolio assignment/group
- Δ Changes are occurring
Not hard data
Balance direct and indirect?
No quantitative evidence

COMPUTER INFORMATION TECHNOLOGY

- + All but one discipline
Wide range of options and use of rubric
Incorporating employers in the feedback loop is positive
- Δ Results subject is changing

LEARNING RESOURCE CENTER

- + Little information yet as the Library Assistant Program is gone and there are no direct, general education program outcomes
What is the role of the resource center?
Review the balance of hard data (direct) versus anecdotal (indirect)
- Δ Connect information literacy to classes—show connection
“Chicken or egg” cycle—which comes first the class assignment or the need for research skills/information?
How do students seek information?
What is research? Where does it happen?

APPLIED SCIENCES

- + Measurement occurs in ASC testing
- Δ What is the progress in other areas (e.g., Agriculture and Equestrian)?
Post test is performed (not capturing information)
Agriculture classroom—need more progress

LIBERAL ARTS AND SCIENCE

- + No specific measurements besides English exit
District conversation could strengthen exit process
English and Office Careers show progress
- Δ Discipline connection
Increase district discipline process

ADULT EDUCATION

- + Federal mandates
Transition of Population
(GED/ABE/ESL)

8.6 – Faculty Guide for Assessing Student Learning: Cycle 2006-2007
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**Kathy, I will attach this file along with the report to you so you can insert it to the document.
Thanks!**