Black Hawk College

Detailed Assessment Report
2012-2013 Inventory Specialist, 5774, CERT
As of: 9/18/2013 08:39 AM CENTRAL

Analysis Questions and Analysis Answers

(PR) STUDENT/MARKET NEED: (CTE) Describe the current and future occupational demand for the program. Include Advisory Committee feedback on demand for skills and an analysis of student enrollment trends and projections.

Current and Future Demand: According to the data provided it appears that our region's demand is projected to increase significantly (13.5%) over the next five years. National (7.9%) and state (10.0%) trends predict growth in demand, but not as strong as growth in local demand. Advisory Committee Feedback: The Advisory Board believes there is a need to market this program since there seems to be local demand for the positions. Student Enrollment Trends: Student enrollment has remained relatively low, but steady. We project future enrollment to remain constant. Student enrollment trends are low for this certificate. However, all but one of the classes in this certificate are tied to other programs. Thus, there is minimal additional cost to offer this program.

Connected Documents
DEMOGRAPHICS DATA-INVENTORY SPECIALIST
OCCUPATION REPORT-INVENTORY SPECIALIST

(PR) HUMAN RESOURCE REVIEW: (ALL) Describe the Programs/Discipline capacity and capability needs including skills, competencies and faculty staffing levels to meet student needs and/or employer's needs.

Space capacity and instructor staffing meets students and employers needs. Minimum Competency: All instructors meet the minimum competency of: Master's degree in Business Education, Instructional Design and Technology, Business Administration, Education, or other related business field required. Bachelor's degree in Business Education, Business Teacher Education, Workforce Education and Development (with specialization in business education), or Career and Technical Education (with a concentration in business education) required. One year of high school or college teaching required in the business area. Knowledge of current microcomputer software applications required. Skill in teaching Keyboarding, Business Communication, Office Management, Administrative Office Procedures, Machine Transcription, Data Entry, and Records Management – all or a majority of these preferred. One year of documented successful office work required. Must possess demonstrated oral English proficiency for classroom instruction.

Connected Document
COURSE CAPACITY-INVENTORY SPEC

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: (ALL) What measures of student learning and development does the Program/Discipline collect and analyze regularly? What are the findings from this analysis? What improvements have been made as a result of these findings?

The department requires all Inventory Specialist graduates to complete an employment portfolio in the BE 261 Seminar course as well as complete 16 weeks of internship which includes on the job experience. Student strengths and weaknesses are noted on job performance reviews from their internship site. Any weaknesses are discussed with students and recommendations are made for improvements. Portfolios are reviewed for quality and job placement probability. Any weaknesses are discussed with students and recommendations are made for improvements.

Connected Document
GRADE DISTRIBUTION-INVENTORY SPEC

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT AND FOLLOW-UP: (ALL) Describe the evidence that the students completing programs/degrees/certificates/courses have acquired the knowledge and skills required by employers or transfer institutions?

Students graduating from the Inventory Specialist program are required to complete BE 153 Warehouse Management Systems. Based on the data, students were successful in completing the course which will prepare them for future employment.

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: (ALL) Of the _____ ICCB Generic course syllabi in this program area, _____ meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook. List those Generic course syllabi and describe the approach the department will use to ensure those not meeting all the Generic Course syllabi elements will be updated within the coming academic year. Faculty course level and Distance Learning Course Syllabus review is not included in this process.

Of the 1 ICCB Generic course syllabi in this program, 1 (all) meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook.

(PR) CURRICULUM / INSTRUCTIONAL APPROACHES: (CTE) Is the level of the curriculum appropriate to the credential?

This is not applicable as there are no independent 3rd party credentials that can be obtained for students in these programs.

Connected Document
BHC CATALOG PROGRAM DESCRIPTION-INVENTORY SPECIALISTS

(PR) CURRICULUM / INSTRUCTIONAL APPROACHES: (ALL) Describe how the program structure, schedule, curriculum, and modes of delivery are designed to effectively achieve student learning objectives and/or student needs?

Curriculum changes: We have recently time sequenced courses to adapt to the student schedules so they can have a full load without time conflicts. This schedule also adapts to their personal preferences such as T/R schedules or MWF schedules or online schedules. Convenient and student friendly schedules encourages retention and completion. We have sequenced courses identically across degree and certificate programs. We have rearranged course sequences being cognizant of a mix of academic rigor and previously attained knowledge in other classes. This enhances their

success in later courses and allows them a variety of course topics in each semester. Modes of Delivery: We use the following modes of delivery: classroom, hybrid, and online. Courses are offered in a variety of lengths and start-times (16 week classes, 12 week evening courses, 8 week courses, 5 week courses, 4 week courses). Students desiring more online courses may use the ICE system wherein they take the online course offered through another Illinois institution. Online education appeals to our non-traditional students and those having work, health, family, and transportation issues. We have mixed feelings about the use of online education in that our Advisory Council requests a certain level of classroom courses to attain the skills needed...soft skills especially. All of these modes of delivery keep the students in college and increase the likelihood of student retention and graduation. Structure: The Inventory Specialist certificate highly correlates with the BIT degree. Many students are opting to obtain more than one degree and several certificates which gives them more marketability in the workplace. Scheduling: Compression of the number of sections caused a major review and revamp of time slots for courses. This culminated in a master schedule for the program. Some courses are now offered only one semester/year with a day offering or online option. These timings have been coordinated and fine tuned within other disciplines in the college whose programs are interdependent.

(PR) CURRICULUM / INSTRUCTIONAL APPROACHES: (ALL) Describe scheduling changes that may be needed or where implemented in the past five years.

In the past five years we have added BE 146 Excel for Business (to replace CIP 230 Spreadsheet Analysis) into the curriculum. In addition, delivery methods were expanded to include online/hybrid formats to accommodate student needs (BE 110, BE 141, BE 264). Scheduling changes that may be needed might require additional courses be delivered in online/hybrid format. In addition, we would recommend removing BE 261 Seminar and BE 265 Internship and replacing with LW courses since this is a certificate program and students normally are not required to find internships for a certificate program. Students have had difficulty finding internships in this field.

(PR) CURRICULUM / INSTRUCTIONAAL APPROACHES: (ALL) Provide evidence of how the program incorporates & aligns secondary and postsecondary education elements?

Students complete projects/reports which build on writing and computer/technical skills introduced in their secondary education programs. Other skills developed include comprehension of material illustrated through exams and quizzes. This program incorporates and aligns with other postsecondary education courses. For example, many core courses for the Inventory Specialist certificate are the same core courses for Legal Office Professional, Administrative Assisting, and Business Information Technology programs.

(PR) CURRICULUM / INSTRUCTIONAL APPROACHES: (CTE) How does this program meet the minimum criteria of a Program of Study, as mandated by the Federal Carl D Perkins Career & Technical Education Improvement Act of 2006?

According to the attached document, the following career ready practices are required to meet the minimum criteria of a Program of Study: 1. Act as a responsible and contributing citizen and employee. Courses that meet this objective are: BE 100, BE 122, BE 261, BE 265. For example, BE 100 requires students to complete a service learning project; BE 261 requires students to perform one community volunteer activity. BE 122 requires students to work with a community mentor in their field; BE 265 requires students to work in an office as a contributing employee. 2. Apply appropriate academic and technical skills. Many of the courses require real-world applications and how to apply them in a workplace situation. 3. Attend to personal health and financial well-being. BE 100, BE 122, BE 260, and BE 261/265 involve discussion/activities related to personal health, workplace performance and personal/financial well-being. 4. Communicate clearly, effectively and with reason. Many courses require students to communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/ or visual methods. They communicate in the classroom and workplace with clarity and purpose to make maximum use of their own and others' time. 5. Consider the environmental, social and economic impacts of decisions. Many courses involve discussion/activities related to the nature of individual work as it relates to the impact on the social condition, the environment and profitability of an organization. 6. Demonstrate creativity and innovation. Many courses require students to complete projects that demonstrate creativity and innovation. 7. Employ valid and reliable research strategies. BE 180, BE 100, and BE 260 require students to research issues related to communication trends, problem solving strategies, and corporate social responsibilities. 8. Utilize critical thinking to make sense of problems and persevere in solving them. Many course objectives require students to readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. 9. Model integrity, ethical leadership and effective management. Several courses involve activities/projects related to personal integrity, ethical leadership, and effective management practices. 10. Plan education and career path aligned to personal goals. BE 265 students create both short-term and long-term career and personal goals for their portfolio project. BE 100 requires students to complete goal assessment testing. 11. Use technology to enhance productivity. Students use existing and new technology to accomplish tasks and solve problems related to business/employment. 12. Work productively in teams while using cultural/global competence. Students work in teams in several courses.

(PR) CURRICULUM / INSTRUCTIONAL APPROACHES: (DUAL CREDIT): Describe the opportunities for secondary students to acquire postsecondary credits.

Due to the nature of technology software differences between secondary schools and BHC, dual credit opportunities do not exist. In addition, many secondary teachers do not meet the minimum competency required to teach in the program. However, articulation agreements exist with area secondary schools for keyboarding and accounting courses.

(PR) FINANCIAL ANALYSIS: Based on the UNIT COST/CURRICULUM REVIEW (if appropriate) what steps are necessary to sustain program viability? (i.e.; increasing enrollment, upgrading or new equipment, improving facilities, finding qualified faculty, professional development)?

While the BE discipline cost per credit hour has increased, recent retirements will significantly decrease future costs. In addition, it appears the credit hour generation has increased since 2009, which should also offset costs per credit hour. To maintain or sustain program viability, equipment upgrades will need to be made such as updating software and hardware to keep with current technology and implementing new tools such as iPads into courses. We were awarded grant monies to obtain several iPads for fall 2012. However, requests to keep Adobe licenses updated have been denied.

Connected Document

CREDIT HOUR/UNIT COST DATA-INVENTORY SPEC

(PR) RECOMMENDATIONS: What specifically did your review show regarding proven strengths or progress made on outcomes/objectives?

Students who complete the program should have strong technology skills combined with warehouse and supply chain management knowledge. Ethical and professional demeanor is emphasized in the classroom. Includes practice in teamwork skills to fit into today's office team (suggested by advisory committee). Alternative course formats are offered

such as online, hybrid, and varied start/end dates.

(PR) RECOMMENDATIONS: What specifically did your review show regarding proven weaknesses or outcomes/objectives that will need continued attention?

Lack of marketing the program. Lack of IT personnel to maintain labs, update software, and troubleshoot in a timely manner. College wide advisory council is not conducive to our best members attending. Thus, input is not as valuable. It is not intimate enough and past members are used to having a meal and discussing relevant issues. Attendance has been declining and is now at about 3. Low enrollments - while this certificate includes courses that are offered for other business education students, enrollment in BE 153 Warehouse Management Systems has been very low. Students have had difficulty in finding internships for this area. This is the only certificate that requires an internship in the Business Education area - generally, only degree seeking students are required to complete an internship. Thus, students have had to find alternative courses and many have taken LW - Logistics and Warehousing courses to substitute for the internship/seminar (BE 261/BE265) courses.

(PR) RECOMMENDATIONS: Recommendations for Opportunities for Improvement- Be sure to also create Action Plans for these recommendations.

Consider merging some of the courses in this program with the Logistics and Warehousing Certificate and have just 1 certificate related to warehousing/inventory. Some courses that could be used in the LW certificate would be BE 264 Introduction to Database Management, BE 146 Excel for Business, BA 241 Supply Chain Management, and BE 110 Data Entry. These could replace other courses such as Business Law, Business Relations, Speech, and Econ. This may increase enrollments in both areas. Or, another alternative would be to develop more of a supply chain management certificate with warehousing courses included. Market the program on the BHC homepage. Continue to develop relevant courses based upon Advisory Board feedback and secure any funding to offer such courses. Continue to seek out alternative methods of delivery for courses to increase enrollments. An additional area of improvement includes expanding relationships with high schools, other institutions of higher education, and businesses promoting educational, personal growth, and possible future employment opportunities for students.

Black Hawk College

6600 34th Avenue

Moline, Illinois 61265

309.769.5000

Occupation Report

District plus Scott County, IA
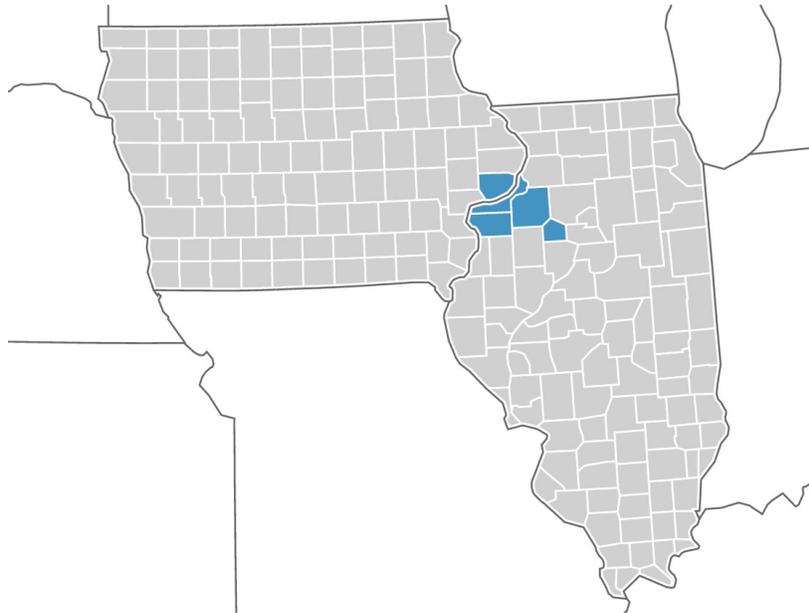
Region Info

Name: District plus Scott County, IA

Description: BHC's four main districts plus Scott County, IA

County Areas: Henry, Illinois (17073), Mercer, Illinois (17131), Rock Island, Illinois (17161), Stark, Illinois (17175), Scott, Iowa (19163)

👤 Occupation Group

Industrial Production Managers (11-3051)

Transportation, Storage, and Distribution Managers (11-3071)

Job Distribution

Occupation Facts

Annual Openings Estimate (2012)	16
Related Completions (2010)	2,447
Current Job Postings	N/A for Multiple Occupations

Gender		
Male	94%	
Female	6%	

Age		
14-18	0%	
19-24	0%	
25-44	39%	
45-64	59%	
65+	2%	

456	**13.5%**	**$38.69/hr**
Jobs (2012)	**% Change (2010-2018)**	**Median Earnings**
Location Quotient: 1.30	National: 7.9%	National: $39.93/hr

District plus Scott County, IA | Growth for Target Occupations

425	**482**	**57**	**13.5%**
2010 Jobs	**2018 Jobs**	**Change (2010-2018)**	**% Change (2010-2018)**
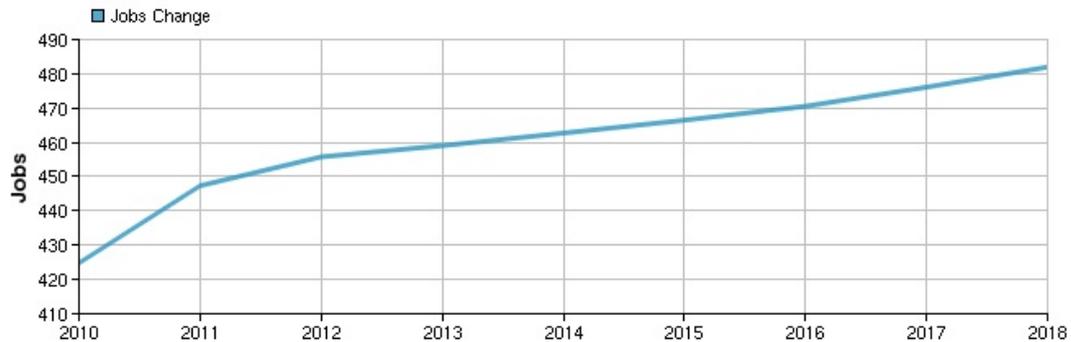
Occupation	2010 Jobs	2018 Jobs	Change	% Change
Industrial Production Managers (11-3051)	282	328	46	16%
Transportation, Storage, and Distribution Managers (11-3071)	143	154	11	8%

District plus Scott County, IA | Percentile Earnings

$22.38/hr	$38.69/hr	$60.34/hr
10th Percentile Earnings	Median Earnings	90th Percentile Earnings
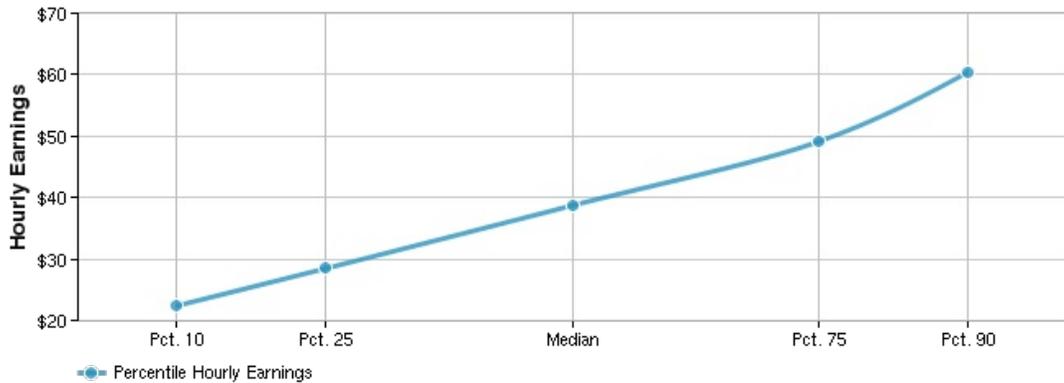
Occupation	10th Percentile Earnings	Median Earnings	90th Percentile Earnings
Industrial Production Managers (11-3051)	$22.27	$39.23	$61.65
Transportation, Storage, and Distribution Managers (11-3071)	$22.60	$37.54	$57.54

Regional Trends
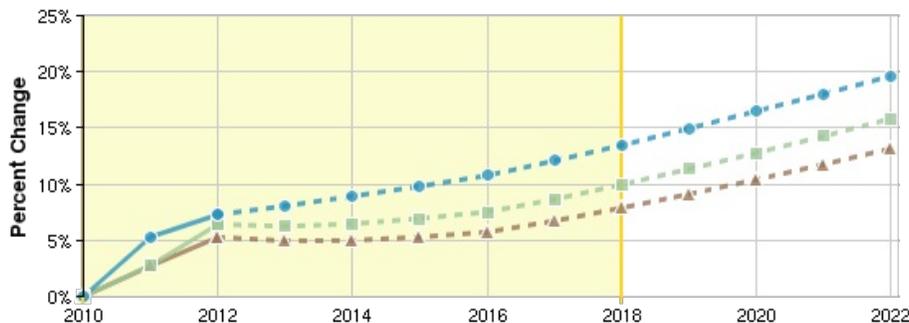
Region	2010 Jobs	2018 Jobs	% Change
District plus Scott County, IA	425	482	13.5%
State	14,820	16,296	10.0%
Nation	262,642	283,342	7.9%

Educational Programs

	4		3,111		
	Programs (2011)		**Completions (2011)**		

Program	2007	2008	2009	2010	2011
Business Administration and Management, General (52.0201)	1,065	1,566	1,681	2,400	3,046
Business/Commerce, General (52.0101)	17	11	9	25	25
Logistics, Materials, and Supply Chain Management (52.0203)	0	0	0	20	25
Public Administration (44.0401)	6	6	2	2	15

Inverse Staffing Patterns

Industry	Occupation Group Jobs in Industry (2012)	% of Occupation Group in Industry (2012)	% of Total Jobs in Industry (2012)
Corporate, Subsidiary, and Regional Managing Offices (551114)	37	8.1%	0.8%
Aluminum Sheet, Plate, and Foil Manufacturing (331315)	31	6.7%	1.2%
Farm Machinery and Equipment Manufacturing (333111)	30	6.5%	0.9%
Federal Government, Civilian, Excluding Postal Service (901199)	26	5.6%	0.4%
Construction Machinery Manufacturing (333120)	18	3.9%	1.1%

Data Sources and Calculations

Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Staffing Patterns Data

The staffing patterns data in this report is compiled from several sources using a specialized process. Sources include Occupational Employment Statistics, and the National Occupation Matrix. EMSI uses ratios from the national matrix and inputs regional jobs by industry, converting these to jobs by occupation. The ratios derived from this are adjusted to equal actual regional data, resulting in a unique regional staffing pattern.

State Data Sources

This report uses state data from the following agencies: Illinois Department of Employment Security, Employment Projections; Iowa Workforce Development.

CTE Area: Administration and Management
Program(s): Inventory Specialist
Prefix(s) and Number(s) Used: 0516 5774
Year of Review: FY2013

		FY2008	FY2009	FY2010	FY2011	FY2012
Total Number of Students:		-	-	2	1	1

Category

Category		FY2008	FY2009	FY2010	FY2011	FY2012
Gender	Male	-	-	-	-	1
	Female	-	-	2	1	-
Ethnicity	Caucasian	-	-	1	-	-
	Asian	-	-	-	-	-
	Native American	-	-	-	-	-
	African American	-	-	1	1	-
	Hispanic	-	-	-	-	1
	Other/Unknown	-	-	-	-	-
	Total Minority	-	-	1	1	1
Age	Under 25	-	-	-	-	-
	25 and Over	-	-	2	1	1
	Unknown	-	-	-	-	-
Previous Education	< High School	-	-	-	-	-
	High School or GED	-	-	1	1	1
	Some College	-	-	1	-	-
	Certificate/Associate's	-	-	-	-	-
	>=Bachelor's	-	-	-	-	-
	Unknown	-	-	-	-	-
Student Level	Freshman	-	-	2	-	-
	Sophomore	-	-	-	1	1
	High School	-	-	-	-	-
	Other	-	-	-	-	-
Current Goal	Transfer	-	-	-	-	-
	Improve job skills	-	-	-	-	-
	Career prep	-	-	2	1	1
	Basic skills	-	-	-	-	-
	Personal Interest	-	-	-	-	-
	Other	-	-	-	-	-
Objective	Courses only	-	-	-	-	-
	Earn Certificate	-	-	2	1	1
	Earn Degree	-	-	-	-	-
Status	Full-time (Fall and/or Spring)	-	-	2	1	-
	Part-time	-	-	-	-	1

Program(s): Inventory Specialist
Prefix(s) and Number(s) Used: 0516 5774
Year of Review: FY2013

		FY2008	FY2009	FY2010	FY2011	FY2012
Disadvantage	Economic Disadvantage	-	-	-	1	-
Status	Academic Disadvantage	-	-	-	-	-
	Both	-	-	-	-	-
	None	-	-	2	-	1
Students Earning Any Degree or Certificate		-	-	-	1	-
# of Degrees/Certificates Awarded for Program(s) Above		-	-	-	-	-

Inventory Specialist Grade Distribution Data.xlsx

SUBJ	CRSE	Term	# of Secs.	# of As	# of Bs	# of Cs	# of Ds	# of Fs	# of Ps	# of Ws	# of Xs	ABCDFPW&X	ABCDF&P	Reten. Rate	ABC&P	Completer Success	Enrollee Success
BE	153	200908	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%
BE	153	201001	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%
BE	153	201101	1	3	0	0	0	0	0	0	0	3	3	100.00%	3	100.00%	100.00%
BE	153	201201	1	2	0	0	0	0	0	0	0	2	2	100.00%	2	100.00%	100.00%

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	T	BE 153	200908	1	20	1	5.00%
1	T	BE 153	201001	1	23	1	4.35%
1	T	BE 153	201101	1	26	3	11.54%
1	T	BE 153	201201	1	26	2	7.69%

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Inventory Specialist Certificate

Certificate Code: 5774

Program Contacts:

Quad-Cities Campus

Amy Levins-Smith, 309-796-5329, smitha@bhc.edu

Advising Center, 309-796-5100

East Campus

Jody Werkheiser, 309-854-1821, werkheiserj@bhc.edu

Logistics Site 🗗

The Inventory Specialist certificate program is designed for entry-level employment in the logistic or warehousing industry or the logistics department of a manufacturing or retail company. Modern inventory control relies on technology for successful inventory management; therefore, the program includes computer skills as defined by industry, primarily word processing, spreadsheets, databases, and accurate data entry. Students will receive an introduction to modern business practices and warehouse management as well as an opportunity to use standard warehouse management software.

Required courses for this program include: »

Course of Study Outline - Suggested Courses (Credit Hours)

First Semester

BE 100 — Work Environment Orientation (2)

BE 101 — Office Accounting *- fall only* (3)

BE 110 — Data Entry Applications *- fall only* (2)

BE 141 — Computerized Keyboarding (3)

BA 160 — Business Math I (3)

BA 241 — Intro to Supply Chain Management (3)

Second Semester

BE 146 — Excel for Business *- spring only* (3)

BE 153 — Warehouse Management Systems (2)

BE 261 — Seminar (1)

BE 264 — Intro to Database Management (3)

BE 265 — Field Project/Internship (3)

COMM 100 — Communications Skills (3)

Minimum total hours required for certificate (31)

Occupational Profiles

CIP Code: 52.0409

SOC Code: 43-5061

Cost of Attendance: $3349

Books: $136

🗗

Job Market: http://www.oneonline.org/crosswalk/CIP?s=52.0302&g=Go

Occupational Report: Occupational Report - Inventory Specialist Certificate

Completion Rate: N/A

Job Placement Rate: N/A

Median Loan Debt: N/A

Institutional Financing Plan: N/A

FY2013 PROGRAM REVIEW

Purpose:

As a part of accreditation, HLC requires institutions to have a process to determine common or shared objectives for learning for all students pursuing degrees, specific program learning objectives, an established process that ensures programs and courses are up-to-date and effective and a process to change, discontinue programs and courses.

The ICCB requires all instructional programs and all student and academic support services to conduct a program review at least once every five years. The Program Review process should minimally address the need for the program/discipline, its quality, cost of operation and examine current information and data to support recommendations for improvement.

The purpose of Black Hawk Colleges Program Review Report is to rigorously discuss Program and Discipline viability, strengths, weakness, occupational demand and student learning outcomes all relative to the continuous improvement of the Program. Furthermore the purposes of Program/Discipline Review are:

1) To support department level planning and decision making related to:
   a) Assuring the continuing needs and improving the quality and cost-effectiveness of instructional programs and discipline course offerings.
   b) Assessing, improving and updating programs/ course offerings on a regular basis;
   c) Discontinuing programs/ discipline courses when there is no longer sufficient demand, quality cannot be maintained at an acceptable level, or there are no longer occupational demands to support the cost of instruction.
2) To demonstrate the accountability of the College to the ICCB in maintaining high quality, cost-effective programs and discipline courses that are responsive to the needs of students, businesses and industries in Illinois.
3) To identify best practices, exemplary innovations and program issues that need to be addressed at the state level by ICCB.

Definitions:

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

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

Timeline	
09/01/2012	Programs Identified
09/28/2012	Program Titles/WEAVEonline Entities Confirmed
09/28/2012	Course tied to curriculum confirmed
	Program Review Kick-Off Meeting
10/26/2012	Questions on Student Need, Human Resource Review Complete
11/21/2012	Questions on Student Outcomes Achievement, Placements & Follow Up
12/14/2012	Questions on Curriculum and Financial Analysis Complete
02/08/2013	Final recommendations complete and discussions with Deans on unit planning. budgeting and program review begin
02/08/2013	Program Review Department process complete
03/08/2013	Budgets Due
04/30/2013	Executive Summaries complete by Deans

FY2013 PROGRAM REVIEW GUIDELINES

Department Chair Role:
- ✓ Identify the Program Review Team
- ✓ Schedule Team Meetings
- ✓ Review all data presented and discuss with the office of Planning and Institutional Effectiveness a schedule for the presentation/explanation of data included in the Program Review. This can be arranged at one meeting or dispersed throughout the course of the review timeline.
- ✓ Arrange for notes of each Program Review meeting to be taken and posted to WEAVEonline
- ✓ Periodically share the work of the Team with the Dean

Dean Role:
- ✓ Provide the necessary and appropriate resources and guidance for the Program Review Team to complete their task
- ✓ Review and when appropriate accept the Program Review recommendations for improvement
- ✓ Prepare the final ICCB Program Review Summary for the respective programs

Planning and Institutional Effectiveness Role:
- ✓ Facilitate the process by training Department Chairs on the process itself, preparation of the Program Review schedule, preparation of and presentation of all appropriate data, monitoring the timeline, WEAVEonline technical assistance and final preparation of the ICCB Program Review Report

Program Review Template:
- ⎯ Program Review is organized into six content areas. Each area is divided into suggested discussion questions and Program Review Questions. All discussion questions may be considered when preparing answers to the Program Review questions. Some questions are further identified as relevant to a specific type of program (career and technical education (CTE) or academic discipline (Discipline)) and are identified as such.
- ⎯ Data provided by the office of Planning and Institutional Effectiveness is identified in CAPITAL LETTERS and can be found uploaded in WEAVEonline.
- ⎯ All responses to the Program Review Questions are to be documented in WEAVEonline. All additional documents to support the Review should also be uploaded to WEAVEonline.

PROGRAM REVIEW TEMPLATE

VIABILITY: FOCUSES ON QUANTITATIVE ANALYSIS AND THE NEED FOR THE PROGRAM/DISCIPLINE COURSES

STUDENT AND MARKET NEED

Discussion Questions:

a) Discuss ENROLLMENT DATA since the last review- What are the five year enrollment trends, and results of any efforts to increase enrollment that were implemented since the last program review
b) Discuss enrollment projections for the next 3-5 years.
c) (CTE) Discuss EMPLOYMENT OPPORTUNITIES /OCCUPATIONAL OUTLOOK DATA. What are the growth opportunities for the program?
d) (CTE) Discuss Advisory Committee feedback via a SWOT analysis. Identify program improvement recommendations per Advisory Committee.
e) (Discipline) Discuss feedback from a minimum of two transfer institutions on the transferability of courses (one of which should be Western Illinois University as the majority of BA seeking students transfer to that institution).

Program Review WEAVEonline Question:
1. (CTE) Describe the current and future occupational demand for the program. Include the Advisory Committee feedback on demand for skills and an analysis of student enrollment trends and projections.
2. (Discipline) Are the course offerings appropriate to meet the needs of students who will transfer and/or support general education requirements?

HUMAN RESOURCE REVIEW

Discussion Questions:

a) Discuss current faculty staffing patterns and expertise represented among the faculty in terms of the department's ability to meet student demand
b) Review COURSE CAPACITY DATA AND CURRICULUM REVIEW (if appropriate)
c) Describe any specialized professional development activities engage in and or planned

Program Review WEAVEonline Question:
1. Describe the Programs/Discipline capacity and capability needs including skills, competencies and faculty staffing levels to meet student needs and or employer's needs.

STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT AND FOLLOW-UP

Discussion Questions:

a) Does the program/discipline have appropriate breath, depth, and sequencing of courses to fulfill degree and certificate requirements in a manner consistent with disciplinary standards, institutional objectives, and available financial resources?
b) (CTE) Discuss the student outcomes of the program and describe the measures used to assess the degree to which students achieve these outcomes.
c) (Discipline) Discuss student outcomes for course sequences where relevant and appropriate. SEQUENCE DATA
d) Review all courses, are the course syllabi updated to include the BHC standard format including stated student learning outcomes? See Appendix
e) (CTE) Discuss relative success of former students in gaining employment in related fields GRADUATE FOLL0W-UP
f) (Discipline) Discuss relative success of former students in transferring to senior institutions. GRADUATE FOLLOW-UP DATA AND NATIONAL CLEARINGHOUSE DATA.
g) Discuss significant feedback received from former students, advisory committees, and senior institutions in terms of program strengths, weaknesses, and opportunities.

h) Discuss student retention data in terms of completion rates by course and indicate an explanation of any significant withdrawal patterns (# of W grades) GRADE REPORT

WEAVEonline Questions:
1. What measures of student learning and development does the Program/Discipline collect and analyze regularly? What are the findings from this analysis? What improvements have been made as a result of these findings?
2. Describe the evidence that the students completing programs/degrees/certificates/courses have acquired the knowledge and skills required by employers or transfer institutions?
3. Of the _____ ICCB Generic course syllabi in this program area, _____ meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook. List those Generic course syllabi and describe the approach the department will use to ensure those not meeting all the Generic Course syllabi elements will be updated within the coming academic year. Faculty course level and Distance Learning Course Syllabus review is not included in this process.

CURRICULUM/INSTRUCTIONAL APPROACHES

Discussion Questions:
a) Discuss any significant changes in content or structure of your curriculum since the last review.
b) Discuss any anticipated modifications, additions, or deletions to the curriculum/courses and/or degree/certificate requirements.
c) Describe instructional methods or delivery modes planned for future semesters
d) Is the right COURSES TIED TO THE PROGRAM/DISCIPLINE?
e) Review how courses are scheduled to fit student needs.
f) Is the recommended sequence of courses listed in the COLLEGE CATALOG / ACADEMIC PLANNING CHECKLIST and/or FACT SHEETS still relevant?
g) Are the COURSE DESCRIPTIONS in the Catalog current? Are prerequisites still applicable?
h) Discuss the positive or negative impacts of the BHC curricular changes made during the past five years.
i) (Discipline) Discuss possible changes in transfer requirements or content that may be imposed on the program during the next five years.
j) How does the department plan to improve the curriculum before the next review? [NEW 2013]

Program Review WEAVEonline Question:
1. (CTE) Is the level of the curriculum appropriate to the credential?
2. (Discipline) Describe the transfer requirement or content that may be imposed on the program during the next five years and the department's plans to address those changes.
3. Describe how the program structure, schedule, curriculum, and modes of delivery are designed to effectively achieve student learning objectives and/or student needs?
4. Describe scheduling changes that may be needed or where implemented in the past five years.
5. (CTE) How does this program meet the minimum criteria of a Program of Study, as mandated by the Federal Carl D Perkins Career & Technical Education Improvement Act of 2006? [NEW 2013]
6. Provide evidence of how the program incorporates & aligns secondary and postsecondary education elements? [NEW 2013]
7. Describe the opportunities for secondary students to acquire postsecondary credits (dual credit). [NEW 2013]
8. (Discipline) Review all courses and articulation files. Summarize your findings on what necessary action is needed to update old agreements. [NEW 2013]

FINANCIAL ANALYSIS

Discussion Question:
a) Discuss the revenue/expense data provide in terms of the cost and benefits of the program. If costs have been greater than revenues describe your efforts (planned or already in place) to move toward a balance of revenue and expenditures or plans to at least keep deficits at a stable level.
b) Is the operational cost of the program average compared to other programs in the state? Compared to other CTE programs at the college? Why are the costs higher or lower? What steps can be taken to offer the program more cost effectively?

> **Program Review WEAVEonline Question:** Based on the UNIT COST/CURRICULUM REVIEW (if appropriate) what steps are necessary to sustain program viability? (i.e.; increasing enrollment, upgrading or new equipment, improving facilities, finding qualified faculty, professional development)

RECOMMENDATIONS

Discussion Question:
a) Summarize and prioritize major recommendations that have been documented throughout the Program Review Process, include a rationale and present your findings to the Dean
b) Identify an effective best practice to share. (Appendix)
c) Ensure all documentation is recorded in WEAVEonline
   o Answers to all Program Review WEAVEonline Questions
   o Generic/Classroom Course Syllabi Review – Appendix
   o Effective Best Practice – Appendix

Program Review WEAVEonline Question:
1. What specifically did your review show regarding proven strengths or progress made on outcomes/objectives?
2. What specifically did your review show regarding proven weaknesses or outcomes/objectives that will need continued attention?
3. List your recommendations for Opportunities for Improvement

The Learning-Centered Generic (ICCB) Syllabus REVIEW

Source: Faculty Handbook August 2008

Syllabus Guidelines

Faculty rely on two types of syllabi to frame their instructional activities - the generic course syllabus and the classroom syllabus. These syllabi are described in the sections that follow.

Generic Course Syllabus

The generic course syllabus is the college's official commitment for providing a learning experience based on a standard course description, standard student learning outcomes, standard course content, and standard methods of assessment. The generic course syllabus provides official course information to such bodies as the Illinois Community College Board (ICCB), the Illinois Articulation Initiative (IAJ), advisory committees, transfer institutions, and employers. It is essentially a promise from Black Hawk College to the larger community that each student who successfully completes the course has met the specific learning outcomes. Before preparing a syllabus for a new course, contact the Transfer Coordinator. Electronic copies of generic syllabi are located on myBlackHawk. (Log on to myBlackHawk, choose the Employees tab, select Committees and Department, select Department Syllabi.) According to the ICCB Program Manual and the BHC Curriculum Committee, the information found on a generic syllabus includes:

1. Course prefix/number and tide, IAI number(s), number of credit hours, lecture hours, laboratory hours (if applicable)
2. Repeatability and variable credit status
3. Curriculum assignment (transfer or career)
4. Catalog description, including any prerequisites
5. Expected student learning outcomes (incorporating student learning outcomes related to general education). See the resource pages that follow for more detailed information on writing appropriate student learning outcomes.
6. Detailed topical outline for lectures and laboratories (if applicable)
7. Method(s) for evaluation of student performance, including writing assignments (if applicable). (Note: contact the Transfer Coordinator to determine if there are relevant specific requirements.)
8. Examples of texts and required reading lists (if applicable)
9. Delivery system(s)
10. Date of preparation
11. Contact persons on each campus

The Classroom Syllabus

The classroom syllabus plays a critical role in supporting a learning-centered curriculum. It is often the point of first contact between the student and the instructor, where it serves as an introduction to the course material, the instructor's commitment to learning, and the instructor's expectations for student learning. The classroom syllabus also may be required to supplement the official course syllabus in providing course information to a variety of audiences (Examples: IAI panels, transferring institutions.) Most importantly, however, the syllabus serves the student as a roadmap to successful learning and serves the instructor as a master plan for meeting the student learning outcomes. The syllabus is the first step in engaging the student in the learning process.

Therefore, a learning-centered syllabus will meet the following criteria. It will: 1) clearly define the student's role and responsibilities and the instructor's role and responsibilities; 2) unambiguously state the expected student learning outcomes; 3) provide consistent and fair standards and procedures for evaluation that are closely connected to the learning outcomes; 4) acquaint students with course logistics; and 5) establish a pattern for communication between the instructor and students. Specifically, a classroom syllabus should include:

1. Course title, number and IAI reference number (s) (if applicable), term/year.
2. College web address (http://www.bhc.edu). and course web address (if applicable).
3. College mission statement: Black Hawk College provides the environment and resources for individuals to become life-long learners.
4. Course description: use the description found on the generic syllabus. This description may be expanded for clarification.
5. Course prerequisites (if applicable).
6. Your name and contact information, including office number, campus phone number and e-mail address, and office hours for full time faculty; name and contact information for adjunct faculty. (Additional contact information may also be provided.)
7. Expected student outcomes: Use the student learning outcomes listed on the generic syllabus as these outcomes form the basis of the course. The content should assist students in accomplishing these outcomes. The assessments should also be directly related to the outcomes and should determine how well students have achieved the student learning outcomes.
8. Required and recommended texts, supplements, readings lists, and other required course materials.
9. Classroom management guidelines on such matters as attendance, drop/withdrawals, cell phone usage, children in class, appropriate classroom behaviors, etc. (Ensure that your classroom management guidelines are consistent with the college policies as stated in the college catalog, the current student handbook, and the faculty handbook.)
10. Classroom assignment guidelines on such items as format and documentation, academic dishonesty, late work, make-ups, extra credit, etc. (Ensure that your classroom assignment guidelines are consistent with the college policies as stated in the college catalog, the current student handbook, and the faculty handbook.)
11. Student evaluation policies, including grading scale and/or system and information concerning tests, quizzes, and any other assignments. Be as specific as possible. Essay exams, oral presentations, objective quizzes, or observations, labs, interviews - whatever measures you take to determine the student's individual grade should be clearly noted.
12. Assessment of student learning, including ways in which you plan to assess learning effectiveness. This might include such strategies as pre- and post-testing, classroom assessment techniques (CATs), and submission of students' work to the institutional portfolio.
13. Course outline and tentative timeframe, including a disclaimer that the schedule is tentative and students must take responsibility for keeping track of any changes.
14. Reference the Student Handbook: Include the following statement - Check your current BHC Student Handbook for important information about college processes, policies, and procedures.
15. ADA accommodation: Include the following statement: If you have a disability for which you are or may be requesting an accommodation, please contact your instructor and the Disability Services Office at the Quad-Cities Campus, at (309) 796-5900/(309) 792-5903 (TTY) or the Office of Student Accommodations at (309) 852-5671, Ext. 6228, as early as possible during the semester.

Distance Learning Syllabi

The following are suggestions for Distance Learning (DL) syllabi beyond those stated above. They are the results of Curriculum Committee work in Spring 1996 and suggestions from persons involved in DL activities.

1. Include campus location with instructor information.
2. List all BHC holiday and vacation dates.
3. State policy regarding responsibility for notifying the site facilitator when technical difficulties arise.
4. Provide a weekly or daily course schedule in advance of class session.
5. List all sites with section number.
6. List name, phone, address, e-mail, fax of site facilitator.
7. Provide an explanation of testing, where, by whom, when.
8. Provide an explanation of due date expectations. Does it mean in the hands of the instructor by that date or turned into the site facilitator?
9. Identify who students should notify when unable to attend class.
10. Provide a "How to Be a Successful DL Student Tip Sheet."

—Prepared by the Syllabus Subcommittee of the Academic Affairs Committee
and approved by the Faculty Senate, Spring 1997

CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW
ICCB SUMMARY REPORT

6-digit CIP:	
Career Cluster: **Career Pathway:** **Program of Study:**	

BHC Program Title	Degree Type 03 - AAS 20 – Certs. 30ch> 30 – Certs. <30ch	

Action: (_Select ONE)_

☐ Continue with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Summarize the department's findings. Address the minimum of program need, cost-effectiveness and quality. Include any additional information that supports your Action taken. Describe any programmatic improvements achieved since the last review period and any planned before the next period. Describe how this program is meets the minimum requirements of a Program of Study according to Perkins IV.

Principle Assessment Methods Used in Quality Assurance for this Program

☐ Standardized assessments
☐ Certification and licensure examination results
☐ Writing samples
☐ Portfolio evaluation
☐ Course embedded questions
☐ Student surveys
☐ Analysis of enrollment, demographic and cost data
☐ Other, please specify:

APPENDIX C

EFFECTIVE BEST PRACTICES

TITLE OF BEST PRACTICE

PROGRAMATIC AREA

☐   Academic Discipline
☐   Career and Technical Education
☐   Cross-Disciplinary
☐   Student & Academic Support Services

Description of the innovation/best practice (150 word limit)

What are the results/measurable outcomes?

Contact Information
Black Hawk College
Name & Title:
Phone Number:
E-Mail Address:

APPENDIX D

Black Hawk College General Education/Core Curriculum (Approved by EC Senate-4/ /08 and QC Senate-3/ /08)				
A Black Hawk College student 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.Demonstrate an understanding of the problem	C1.Use inventional, organizational, editorial, and expressive strategies to 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 human behavior. This may include a focus on individual behavior.
A2.Be familiar with selected scientific principles in the physical and life sciences.	B2. Devise a solution process.	C2. Demonstrate an understanding of and ability to adapt to a variety of communication purposes and audiences.	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.Perform the solution process	C3. Demonstrate critical skills in reading and thinking through writing and speaking.	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.Examine and evaluate the solution and the solution process.	C4. Locate, summarize, analyze, critique and effectively use a variety of written and oral source materials, including academic discourse.	D4. Demonstrate critical thinking, investigative and reflective skills within the study of the arts and humanities.	E4. Demonstrate analytical, critical thinking and communications skills.
		C5.Incorporate material from appropriate sources, using proper citations in both written and oral presentations, conforming to accepted ethical standards in research		E5.Demonstrate an understanding of methods of inquiry employed by social and behavioral scientist

Guide for Program Review

2013

Logging In

a. Go to http://www.bhc.edu/weaveonline

Login

Welcome, **Black Hawk College** WEAVEonline user. Please login…

WEAVEonline ID:

Password:

Login

Reset Password　Change Password　Password Trouble?

Supported Browsers
ver 3.x　6/7/8

Make sure the welcome banner says, **Black Hawk College**. If it's not, verify the web address is correct.

Logging In

Your WEAVEonline ID will be the **same as your BHC email address** <u>before</u> **the '@'**. For example, if your email address is d*oej@BHC.edu* your WEAVEonline ID will be doej.

If this is your first time logging in, your password will be **bhctemp,** all in lower-case letters with no spaces. You will be prompted to change the password immediately upon login in.

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Logging In

c.   If this is your first time logging in, you will be prompted to change your password. Click *OK*.

Create a new password. *Remember:* your password is **case-sensitive**

Confirm your new password

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2

2. Select Cycle and Entity

a. Locate the *Select* Cycle and Entity Selection

Black Hawk College
Kathy Malcolm

| Home | Admin Tools | Assessment | Mapping | Reports | Logout |

Cycle and Entity Selection:

2010-2011 (Current)   AA_Training

Click on the blue arrow – you should be able to see your Department , the Program Review you are assigned to and any course you have requested and been granted access to.

Logging In

c. If this is your first time logging in, you will be prompted to change your password. Click *OK*.

Create a new password. *Remember:* your password is **case-sensitive**

Welcome, Black Hawk College WEAVEonline user. P

CHANGE YOUR PASSWORD NOW…
New Password:

Confirm New Password:

Ok

Confirm your new password

Reset Password   Change Password   Password Trouble?

Program Review

Black Hawk College
Kathy Malcolm

| Home | Admin Tools | Assessment | Mapping | Reports | Logout |

Cycle and Entity Sele...

2010-2011 (Current)

Mission / Purpose
Goals
Outcomes / Objectives
Measures & Findings
Action Plan Tracking
Achievement Summary / Analysis
Annual / Special ...porting
Document Repo...

Local News

- Training is currently ... ...idual sessions.
  To register for group...
  or email BowkerN@bhc.edu.
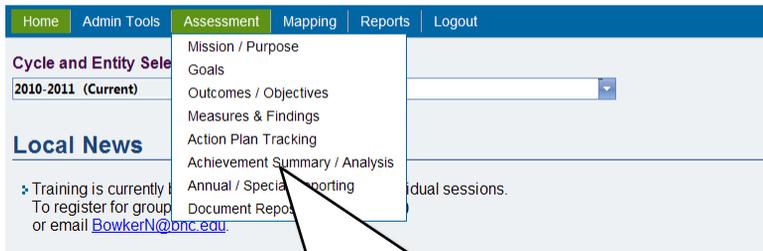
> Second - Click on Assessment and then in the drop down box click on Achievement Summary/Analysis

Program Review

| Home | Admin Tools | Assessment | Mapping | Reports | Logout |

Cycle and Entity Selection:

FY 2012 (Current)   Legal Office Professional 5150/Office Support 9150

Achievement Summary / Analysis

Achievement Target Summary

No Targets are available for the selected Cycle.

Analysis Questions

⊞ Expand All   ⊟ Collapse All

▷ (PR) PROGRAM REVIEW ONLY Please answer these qu...

▷ (PR) STUDENT/MARKET NEED: (CTE) Describe the cur...
on demand for skills and an analysis of student enrollmen...

▷ (PR) STUDENT/MARKET NEED: (Discipline) Are the cou...

> Click on the grey "Expand All " button and then Click on Add Answer.   Or
>
> Click on the grey arrow to the left of the PR (Program Review) question that is applicable to your review –
>
> Click on Add Answer.

Program Review

Achievement Summary / Analysis Question - Add Answer:
(PR) STUDENT/MARKET NEED: (Discipline) Are the course offerings appropriate to meet the needs of students who will transfer and/or support general education requirements?

Please save work often. For security, WEAVEonline times out 90 minutes after the last Save or Update.

Analysis Answer: * Current content uses 0 of 400,000 available characters (including HTML).

The data entry screen looks like this. Be sure to click the green SAVE when you are done entering data

Design   HTML   Preview   Words: 0 Characters: 0

Entry Status:
⊗ Draft / In Progress ○ Final

✓ Save   ✗ Cancel

Upload A Document

Under the Assessment tab, click Document Management

Home	Admin Tools	Assessment	Mapping	Reports

Mission / Purpose

Cycle and Entity Sele

Goals

2011-2012 (Current)

Outcomes / Objectives

Check cycle and entity selection.

Measures & Findings

Action Plan Tracking

ews

Achievement Summary / Analysis

Annual / Special Reporting

There is no Local New   Document Management

Note: The *Docu*
Management i
place to store a
digital docume
you may want
in your progra

Upload A Document

b.   Click *Upload Document*

Document Repository - *Active Documents*   ⊕ Upload Document

Click on the Document's name on the left below to view or edit details and connections.

Document Name	Upload Date	View	Delete
Learning for Life 2007-2008	1/6/2009	📄	🗑
ART 248 Course	1/7/2009	📄	🗑
SLR Math	1/9/2009	📄	🗑
Project 3	1/9/2009	📄	🗑
Math 228 Syllabi	1/9/2009	📄	🗑
Instructor Syllabi Math 228	1/9/2009	📄	🗑
Quick Start	1/16/2009	📄	🗑
NLEX report	1/16/2009	📄	🗑
letterhead	2/20/2009	📄	🗑

Upload A Document

c. Click *Browse to Upload Document.* The Maximum file size is 20MB

Cycle and Entity Selection:

FY 2012 (Current)   Test Entity

Document Management - *Upload a Document*

Select Document: (Max file size: 20MB. Anything larger will result in...

[   ]   Browse

File Name: [   ]

Document Name: *

[   ] 150

Description:

[   ] 256

Upload A Document

d. Navigate to the file to be uploaded, and double-click on it

This can be any digital file as long as it is less than, or equal to 20 MB
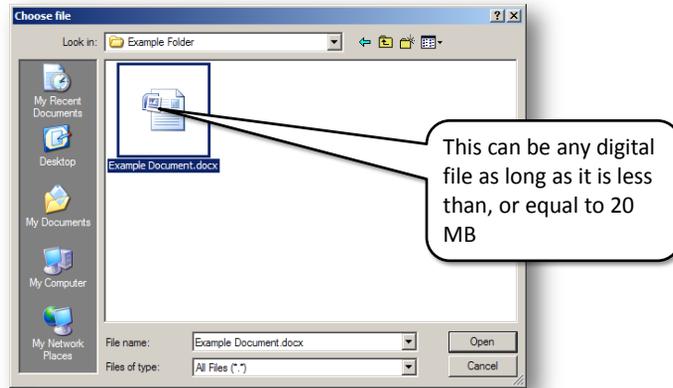
Upload A Document

e. Enter a name and a description for the document then click *Save & Continue*

Cycle and Entity Selection:

2008-2009 (Current)   Test Entity

Document Repository - *Upload New*

Select Document: (Max file size: 20MB. Anything larger will result in an error.)
N:\Shipping & Receiving\SH COMPUTER DELIVERY SHEET.xls   Browse...
Document Name: (Max length: 128 chr.)

Description: (Max length: 256 chr.)

Save & Continue   Cancel

Upload A Document

f.   Click *Expand all* to view all planning sections. Choose any elements that need to be associated with this document and click *Save*

WEAVEonline Reports

• Select *Reports* from navigation bar. Below is overview of report options. Click *next* and then in next section click *run* to view the report.

Logout

Remember your new password and click on Logout to end your session.

Program Review

- This is meant to be a quick guide to Program Review documentation in WEAVEonline.

- For additional technical assistance navigating WEAVEonline please contact Kathy Malcolm x5039 or malcolmk@bhc.edu

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WEAVEonline

Kathy Malcolm
malcolmk@bhc.edu