

Black Hawk College

Detailed Assessment Report

As of: 9/16/2013 10:14 AM CENTRAL

FY 2012 English Literature 1005, AA

Analysis Questions and Analysis Answers

(PR) PROGRAM REVIEW ONLY Please answer these questions if your program is going through a review.

The English Literature program at Black Hawk College allows students to gain an intellectual and aesthetic awareness of literature within and beyond the American cultural experience. This curriculum requires students to read works of poetry, fiction, drama and literary criticism to sharpen their critical thinking skills and deepen their cultural and aesthetic awareness of the humanities. We offer 18 courses in the literature sequence, 15 of them with an IAI code meeting the humanities general education requirement. See Figure 1 for a list of literature courses. English 190 Introduction to Literature IAI H3 900 English 205 Studies in Literature English 206 Minority American Literature IAI H3 910D English 207 Introduction to Women Writers IAI H3 911D English 208 Introduction to Poetry IAI H3 903 English 210 Introduction to Fiction IAI H3 901 English 213 American Literature I IAI H3 914 English 214 American Literature II IAI H3 915 English 215 Western Literature in Translation I IAI H3 906 English 216 Western Literature in Translation II IAI H3 907 English 217 Africa and Caribbean Literature IAI H3 908N English 218 Latin American Literature in Translation IAI H3 908N English 219 Eastern Literature in Translation IAI H3 908N English 221 British Literature I IAI H3 912 English 222 British Literature II IAI H3 913 English 223 Introduction to Shakespeare IAI H3 905 English 240 Children's Literature* English 250 Film as Literature* Figure 1 List of Literature Courses Offered at BHC * In process of getting an IAI code If students complete the suggested course of study (64 credit hours) for the AA Transfer degree in English Literature at BHC, they will have an excellent preparation for employment in a variety of fields including teaching, publishing and all areas of communication.

Connected Documents

- *Program Review Instructions 2012*
- *Weaveonline Program Review Instructions*

(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.

The current and future occupational demand for the program follows regional, state and national trends. The projected growth follows the economic struggles that local and state governments are experiencing. It predicts the job growth from 2011-2018 and shows the following: 1% growth at the Regional level; 6% growth at the State level and 7% growth at the National level. Figure 2 shows the Occupational Change Summary. Figure 2 Occupational Change Summary Additionally, major industries which are likely to hire English majors show overall expected growth in the near future. Figure 3 summarizes these findings by showing the Top Industries for Selected Occupations. Jobs in Colleges, Universities and Professional Schools are likely to grow by 6%. There is also 21% growth in Book Publishers jobs and a 15% growth in Other Spectator Sports for the 2011-2018 job market. Meanwhile, jobs in the areas of local government, newspaper publishing, and elementary and secondary education have a slight growth or a decline of jobs for the years 2011-2018.

(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?

English Literature Program The demand for the English Literature program over the last five years does not offer a complete view because out of the 18 literature courses offered by the department, only those that had healthy enrollments were offered on a regular basis. Courses such as English 190, Introduction to Literature; English 210, Introduction to Fiction; and English 206, Minority American Literature were offered with the highest number of sections offered in the last five years. Figure 4 shows courses that were taught and number of sections offered from 2006-2010. English Literature Courses Number of sections Years offered English 190 35 2006, 2007, 2008, 2009, 2010, 2011 English 205 2 2007, 2008 English 206 8 2007,2008,2009, 2010 English 207 2 2009, 2010 English 210 10 2006, 2007,2008,2009, 2010 English 214 2 2007, 2011 English 217 3 2006, 2007, 2008 English 219 6 2006, 2007,2008, 2009, 2010 English 221 6 2006, 2009, 2010, 2011 English 222 1 2011 English 223 1 2009 Figure 4 Literature Courses Offered from 2006-2010 Figure 5 shows the Credit Hour Generation for the years 2005-2011. As the credit hours show, FY 2007, FY 2009 and FY 2010 show there is an increase in credit hours. The decrease can be explained by the courses offered those years. PCS-11 FY 2005 FY 2006 FY2007 FY2008 FY 2009 FY2010 FY 2011 Credit Hours 741 720 885 669 1068 1080 1011 % Change -- - 2.83% 22.92% -24.41% 59.64% 1.12% -6.39% Figure 5 Credit Hour Generation for FY 2006-2011 In Spring 2011, a group of faculty members requested that the literature courses be offered again on a regular basis to benefit students and to be in compliance with the College's official course catalog. With the help of Dean Rivera, a Pilot Program was developed and approved to start Fall 2011 for a two year period to guarantee that courses listed in the catalog and web pages would be offered. As part of the program, all courses were scheduled on a two-year cycle; however, high enrollment courses, such as Introduction to Literature and Children's Literature, will still be offered every semester. With this Pilot Program, students are able to plan and select which courses they want to take. Additionally, the department can measure student interest for such courses. Courses are offered face-to-face, as study unlimited, online and as dual credit with local high schools. Figure 6 presents the Literature Sequence. Within the past two years, literature courses have been added to the Dual Credit programs. There are nine area high schools that teach English courses, mostly English 101 and 102. Area high schools include Alleman High School, Erie High School, Geneseo High School, Mercer County High School, Moline High School, Orion High School, Rockridge High School, Sherrard High School, and United Township High School. Moline High School has been teaching English 190, Introduction to Literature, and English 221, British Literature I. The courses are comparable to those taught on campus at BHC. However, the Coordinator of the Dual Credit Program, along with Deans, Assistant Chair of the Dept., and area high school teachers need to schedule future literature courses that will follow the Pilot Program's Literature Sequence. This will ensure that high school teachers have a faculty member at BHC teaching the same course and they can provide feedback to each other if needed. East Campus faculty and administration should also be aware of the Pilot Program so that they could model their literature offerings based on the approved sequence. Figure 6 Pilot Program for Literature Courses Future Growth Since the English Literature program is already offering 18 literature courses and 17 will have IAI codes in the near future, the growth of the literature program is rather limited. The department is offering almost all of the literature courses that IAI has in its approved list of courses. Two more courses could be prepared and added to the list of courses with an IAI code. These courses are Introduction to Drama and a course about a National Literature in Translation (French, German, Italian or Russian). There is interest to prepare the Introduction to Drama course and to add it to the program in the near future. Course syllabi for English 240, Children's Literature and English 250, Film as Literature are currently under review to add IAI codes to these courses. Our greatest challenge is to market the literature sequence and to schedule courses at a time students will want to take them without making literature courses compete with each other or other popular courses. The support of Administration is needed to ensure

the viability and sustainability of the literature sequence. A rotation of who teaches literature courses would ensure that students and faculty have choices.

Connected Document

- *English Literature-Occupation Report*

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

There are nine full-time faculty members at the Quad Cities campus and 2 full-time faculty members at East Campus who have expressed an interest in teaching literature courses. There are also adjunct faculty members who would like to teach literature courses if given the opportunity. The past practice has been to choose only full-time faculty to teach literature after staffing all the writing courses first. If room assignment and faculty availability allowed it, then literature courses were assigned as a part of the normal load. The present practice is to staff all literature courses and to ask the faculty's teaching preferences. The dept. chair chooses from the pool of interested faculty and assigns the courses based on seniority and/or expertise. In the next 5 years, there could be 4-5 potential faculty members retiring. If a number of these instructors retire, the College will need to replace them with full-time instructors who can teach literature as well as writing. It would be crucial to keep the literature sequence alive and to be able to offer students quality literature courses. Some of the strengths of the dept. are the variety of courses that faculty can choose from and the creativity that faculty members have to develop and enhance new courses. BHC has programs in literature and writing that enrich the lives of students and we need to keep exposing students to all the literary and cultural experiences that these courses offer. Literature courses are offered in a variety of delivery methods, so students have choices of when to take them. The dept. makes sure that courses are taught when students want to take classes, mostly during the prime time of 8am to 1pm. Two literature courses will not be offered at the same time, so that faculty does not have to worry about enrollment issues. Evening courses are also offered to meet the needs of students. As Figure 7 shows the English/Philosophy/Reading program data for credit hours presents a steady growth. Figure 7 shows the Credit Hour, Classification and Benchmark Summary of the English/Philosophy/Reading program. FY 2008 FY 2009 FY 2010 13, 628 14,433 15,997
Figure 7 Curriculum Review Credit Hour, Classification and Benchmark Summary

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: 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?

Student learning is measured through exams, writing projects, and other methods, depending on the course and the instructor. Each course typically includes daily or weekly reading quizzes and mid-and end-of-semester exams. Writing projects include short analytical essays on one specific work and longer analytical essays that focus on multiple pieces of literature or a dominant literary theme in the course and include published literary criticism. Additional projects include oral presentations either individually or in groups and online discussion board posts. The department also regularly reviews and discusses instruction methods and student performance at in-service workshops. The English area also holds in-service workshops where faculty shares examples of Best Practices in the classroom and examples of instructional projects and/or assignments. These artifacts are collected and analyzed as evidence of measures of student learning and development. The main purpose is to gather insights as to what faculty can learn from this information to improve teaching and learning experience. Additionally, department faculty discusses teaching methods and student performance with instructors teaching dual credit courses at local high schools.

Connected Document

- *English Literature-Grade Distribution Data*

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

Students completing the programs at BHC often are surveyed to find out how they are doing in transfer institutions and how satisfied they are about programs/courses they took at BHC. This evidence is anecdotal and has been shared by Advising Services with faculty members who have been mentioned in surveys or whose courses have made a difference in BHC alumni.

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: 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.

All 18 literature course syllabi are up-to-date following BHC and ICCB standards. Course syllabi for English 240 and English 250 are currently under review by the Curriculum Committee. The syllabi are in compliance with ICCB course requirements but they need the IAI code. Only English 205, Studies in Literature, does not have an IAI code. This is a topics course that is considered an elective.

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: (Discipline) Describe the transfer requirements or content that may be imposed on the program during the next five years and the department's plans to address those changes.

There are courses that are not included in the College's web page; these courses need to be added to ensure correct information. Figure 8 presents the List of Courses Tied to the Program Discipline. The only course that should not be there is the TV 212, History and Appreciation of Motion Pictures. English 250 needs to be assigned a different designation code, so that it can be incorporated into the Program and not be tied to the Speech dept. Figure 8 2012 English Literature Courses Tied to CIP

Connected Document

- *2012-English Literature Courses Tied to CIP*

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

· There have been no curriculum changes since the last review, but there will be changes in the future based on the Literature Sequence Pilot program. The sequence should be followed to ensure that students can complete the AA degree within a reasonable time. Students taking Dual Credit courses should also become aware of the literature sequence to be able to enroll in courses that meet their area of concentration. · Facts Sheets have not been reviewed or updated for a long time. An informational brochure is being prepared to showcase the course offerings in both the literature and writing programs. Changes in the catalog include changing course descriptions of those two courses that will have IAI codes added. When the Introduction to Drama is added to the list of course offerings, it should be assigned the title English 209. · Possible curricular changes could be offering English 219, Eastern Literature in Translation, in a face-to-face format every other year. This course has been taught as an online course for around eight years and for those students who prefer classroom instruction, it would be an interesting alternative. A second change could be

offering English 210, Introduction to Fiction, in a classroom format not Study Unlimited. There has been some discussion of eliminating the Study Unlimited method of delivery. Students prefer the face-to-face, hybrid or online formats and enrollments prove this. It could be time to phase out this delivery method. · Regardless of the method of instruction, literature courses that have not been offered in a long time or that have a new approach should be sent to the Marketing dept. to ensure that the class will be advertised and that posters will attract new students. Since instructors will know ahead of time if they will teach one of these courses, they should be encouraged to contact the Marketing dept. to plan and advertise the course.

Connected Documents

- *English Literature Transfer AA-BHC Web Page*
- *English-Literature-Transfer-Academic Advising Checklist*

(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)?

The financial data of the English Literature program at BHC is tied to the English/Philosophy/Reading department. The Revenue to Cost Ratio of FY 2008 to FY 2010 is presented in Figure 9. FY 2008 FY 2009 FY 2010 1.21 1.29 1.44 Figure 9 Revenue to Cost Ratio The data shows a steady growth of revenue compared to the cost of courses. If the Unit Cost of just the English Literature program is presented, the data varies from year to year. In previous evaluations of Revenue to Cost Ratio, the following was provided: "The English/Philosophy/Reading Revenue to Cost Ratio will continue a three year trend of being greater than 1.0." This was presented for the 2008-2011 cycle. The calculations were done through Curriculum Review. Figure 10 presents the FY 2005 to FY 2011 of the Unit Cost Analysis for English Literature. If the Unit Cost of just the English Literature program is presented, the data varies from year to year. These numbers present the cost to provide one credit hour instruction to one student. PCS-11 FY2005 FY2006 FY2007 FY2008 FY2009 FY2010 FY2011 Departmental 209.33 211.61 216.67 201.53 231.68 184.92 225.71 Peer Group 191.51 200.30 214.02 203.65 208.92 223.47 N/A State Average 206.54 211.76 232.29 233.29 245.48 234.74 N/A Figure 10 Unit Cost Analysis - English Literature

Connected Documents

- *English Lit and Writing-Credit Hours and Unit Cost*
- *English Literature-Course Capacity Data-10th Day Course Data*

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

Steps that Are Needed to Sustain Program Viability: 1. Enrollment in all literature courses needs to increase. The Pilot Program needs to be monitored by gathering/collecting data related to class enrollment, completion rates and student populations served. Literature courses taught at the area high schools through Dual Credit classes need to follow the sequence that the QC campus established. English 190, Introduction to Literature, can be taught every semester. The enrollment data and completion rates need to be reported to the College. High school teachers and faculty at QC and EC campuses need to establish channels of communication to keep reviewing and revising the program. 2. The QC English program requested new laptops in a cart to be used in composition and literature courses not scheduled in computer labs. This new equipment will allow 4th Floor instructors access to technology that can enhance the teaching/learning experience. Literature courses could introduce a variety of projects/assignments that require internet research. 3. The dept. chair and Dean need to monitor the staffing of the literature courses, so that each course can be offered when the sequence mandates it. Black Hawk College is unique in the depth and

variety of literature courses it can offer to students. Enriching the lives of students in BHC's community should be a priority. 4. Professional development opportunities should be provided to interested faculty. Webinars and conferences should be identified so that faculty can have choices to keep expanding their knowledge and expertise in literature.

Detailed Assessment Report
As of: 9/16/2013 10:14 AM CENTRAL
FY 2012 English Writing 1019, AA

Analysis Questions and Analysis Answers

(PR) PROGRAM REVIEW ONLY Please answer these questions if your program is going through a review.

Writing skills are the basis of communication and academic inquiry, so writing courses will always be in demand. Currently, BHC, and all other transfer institutions, requires all students in transfer programs to take one or two writing courses in preparation for the work they will do in their programs. It is expected that this trend will continue in the future. The English Writing program at Black Hawk College allows students to gain practical experience writing for a variety of career areas. Students interested in completing an English degree at a four-year institution with an emphasis on writing should complete the Associates in Arts curriculum. This curriculum requires students to write compositions, critical essays, technical reports, newspaper articles and poetry or fiction. English Writing students prepare for such careers as teaching, journalism, advertising, public relations, radio, TV, technical writing, business and communication. We offer nine courses in the writing sequence meeting general education requirements as electives, except for Composition I & II which have IAI codes. See Figure 1 for a list of writing courses. English 101 Composition I CI 900 English 102 Composition II CI 901R English 132 Technical Writing I English 200 Writing Situations English 231 Fiction Writing English 232 Poetry Writing English 242 Technical Writing II English 243 Writing for the Media English 245 Writing Internship Figure 1 List of Writing Courses offered at BHC Internally, demand for writing courses will also come from Black Hawk's new Sustainable Energies program, which will require that students know how to write for the workplace and explain technical information to their employers, peers, and customers. Consequently, the department foresees an increase in demand for Technical Writing and other courses that give students proficiency with workplace documentation. The growth of jobs in technology, government, and education will also create a demand for college graduates who can write competently. If students complete the suggested course of study (64 credit hours) for the AA Transfer degree in English Writing at BHC, they will have an excellent preparation for employment in a variety of fields including teaching, publishing and all areas of communication.

Connected Documents

- *Program Review Instructions 2012*
- *Weaveonline Instructions for Program Review*

(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.

The current and future occupational demand for the program follows the regional, state and national trends. The projected growth follows the economic struggles that local and state governments are experiencing. Figure 2 shows the Occupational Change Summary. It predicts the job growth from 2011-2018 and shows the following: 6% growth at the Regional level; 11% growth at the State level; and 10% growth at the National level. Figure 2 Occupational Change Summary Figure 3 shows the Top Industries for Selected Occupations and presents a 10% growth for jobs in Colleges, Universities and Professional Schools. There is a 6% growth in Federal government, civilian, except postal service jobs and a 4% growth in Local government for the 2011-2018 job market. Jobs in the areas of newspaper publishing, elementary and secondary education have negative growth and a decline of jobs

for the years 2011-2018. The category for jobs for Independent Artists, Writers and Performers shows no change. Figure 3 Top Industries for Selected Occupations

Connected Documents

- *English Writing Occupation Report by Name*
- *English Writing-Student Demographics Data*

(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?

English Writing Program Currently, writing courses meet transfer and general education requirements as only two writing courses (Eng 101 and Eng 102) are required for those programs and both courses have IAI codes. Both courses also have high enrollment and are offered during the day, evening, summer, minimester, online, as study unlimited, and dual credit for high school students. During the Fall and Spring semesters, both courses are offered during nearly every period between 8:00 AM and 1:00 PM, and multiple sections are offered at the same time. 675 sections of Eng 101 and Eng 102 have been offered since 2005, including 35 sections of dual-enrollment. The program also offers writing courses for creative writing in poetry and fiction. Many students in these classes are enrolled in other universities and take advantage of BHC's unique offerings. Since 2005, 202 students have enrolled in 13 online sections of these two courses. However, many business-oriented writing classes have not been offered within the last several years. These include Writing for the Media, face-to-face Technical Writing, Technical Writing II, and Writing Situations. Additionally, only three students have participated in the Writing Internship program since 2007. Consequently, students who have taken courses in the writing program have not been exposed to the full range of work professional writers do. Figure 4 shows courses that were taught and number of sections offered from 2006-2010. The data also shows that four of the courses have not been offered within the last five years and one course is not counted as part of the program because of its identification code. Enrollment figures were not available for English 132. English Writing Courses Number of sections Years offered English 101 416 2006, 2007, 2008, 2009, 2010, 2011 English 102 259 2006, 2007, 2008, 2009, 2010, 2011 English 132 Different code English 200 Not offered English 231 6 2006, 2007, 2008, 2009, 2010 English 232 5 2007, 2008, 2009, 2010 English 242 Not offered English 243 Not offered English 245 3 2007, 2010, 2011 Figure 4 Writing Courses Offered from 2006-2010 Data provided for the Writing Program with prefix number 1019 shows that the number of students identified as having English Writing as their concentration has significantly increased over the years. In FY 2007 there were 23 students; in FY 2008 there were 22 students; in FY 2009 there were 48 students; in FY 2010 there were 120 students; and in FY 2011 there were 85 students. Figure 5 shows the Credit Hour Generation for the years 2006-2011. As the credit hours show, FY 2007, FY 2009 and FY 2010 show there is an increase in credit hours. The decrease can be explained by the courses offered those years. PCS-11 FY 2005 FY 2006 FY2007 FY2008 FY 2009 FY2010 FY 2011 Credit Hours 7,620 7,629 8,609 8,482 8,805 9,669 9,996 % Change -- 0.12% 12.85% -1.48% 3.81% 9.81% 3.38% Figure 5 Credit Hour Generation for FY 2006-2011 Within the past ten years, writing courses have been added to the Dual Credit programs. There are nine area high schools that teach English courses, mostly English 101 and 102. Area high schools include Alleman High School, Erie High School, Geneseo High School, Mercer County High School, Moline High School, Orion High School, Rockridge High School, Sherrard High School and United Township High School. The courses are comparable to the ones taught on campus at BHC. For FY 2011 there were 22 sections of English 101; 14 sections of English 102; two sections of English 190, Introduction to Literature; and 1 section of English 221, British Literature I. The Coordinator of the Dual Credit Program, along with Deans and the Assistant Chair of the Dept., and area high school teachers need to promote future writing courses beyond English 101 and English 102 offered at BHC. A Proposed Pilot Program Writing Sequence should be discussed and evaluated. East Campus faculty and administration should also be aware of

the Proposed Program so that they could model their writing offerings based on the proposed sequence. The proposed writing sequence should follow the approved English Literature Sequence for the offering of all courses included in the BHC catalog. All courses should be taught at least once every two years, except for Poetry Writing and Fiction Writing. These courses have been offered every other semester in an online format. English 132, Technical Writing, is currently taught as an online course and the possibility of offering it in a face-to-face format should be explored. English 242, Technical Writing II, should be considered to be taught as an online course. English 245, Writing Internship, should be offered once every two years and/or by request. Figure 6 presents the writing sequence. Courses Fall 2012 Spring 2013 Fall 2013 Spring 2014 Summer 2013 & 2014 English 132 (online) English 231 (online) English 232 English 200 English 132 (face to face) English 242 (possibly online) English 232 English 243 English 231 Based on interest English 245, Writing Internship Once every two years Figure 6 Proposed Pilot Program for Writing Courses Future Growth The Writing Program at BHC needs to be further evaluated to be sure that there is interest and a population to serve. New relationships need to be established with area writing businesses/organizations to ensure that students can connect with writing opportunities in the area. Many state and private universities have writing/rhetoric concentrations that BHC students can consider when transferring to a four-year institution. The program also needs to have commitment from faculty who can teach courses in the program. As Figure 7 and Figure 8 show the English/Philosophy/Reading program data for credit hours and head count present a steady growth. FY 2008 FY 2009 FY 2010 13, 628 14,433 15,997 Figure 7 Curriculum Review Credit Hour, Classification and Benchmark Summary FY 2008 FY 2009 FY 2010 4,616.0 4,817.0 5340.0 Figure 8 Curriculum Review Headcount Comparison-2010 Our greatest challenge is marketing those courses that have not been offered for a long time and scheduling courses at a time students will want to take them. The Writing Program seems to have been neglected and there is a need to strengthen and update courses. The support of Administration is needed to ensure the viability and sustainability of the proposed writing sequence. A rotation of who teaches writing courses would ensure that students and faculty have choices.

Connected Document

- *English Writing-Grade Distribution Data*

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

Faculty that teach in the writing program have various backgrounds in composition and rhetoric studies, journalism, creative writing, ESL, academic reading, and literature. There are 13 full-time faculty, 5 adjunct faculty, and 9 dual-enrollment faculty teach in the writing program. If the writing program is going to expand the business and technical writing programs, the College may need to hire a full-time member to develop and teach the technical writing classes and coordinate the writing internship; this person would need to have experience in professional writing and should be skilled in making contacts for the internship. Writing courses are offered in a variety of delivery methods, so students have choices of when to take them. The Writing Program is serving BHC students interested in transferring to English depts. with a concentration on Rhetoric, online students interested in Creative Writing from other institutions, and area high school dual credit students interested in taking Composition 1 and 2. Evening courses are offered to meet the needs of that student population. With new programs being established in the areas of Science and Technology, the technical writing courses could be prepared to meet the needs of those students. Further discussion needs to happen between dept. chairs of those new programs and the English Writing area. In the next 5 years, there could be 4-5 potential faculty members retiring. If a number of these instructors retire, the College will need to replace them with full-time instructors who can teach literature as well as writing. It would be crucial to keep the proposed writing sequence alive and to be able to offer students quality writing

courses. Some of the strengths of the dept. are the variety of courses that faculty can choose from and the creativity that faculty members have to develop and enhance new courses. BHC has programs in literature and writing that enrich the lives of students and we need to keep exposing students to all the writing, literary and cultural experiences that these courses offer.

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: 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?

Student learning is primarily measured through writing projects, exams and quizzes, and various other methods. Major writing assignments for Eng 101 and Eng 102 include four to six essays; many classes also write rough drafts and journals for each essay. Eng 102 also includes an annotated bibliography and a 7-10 page research paper that utilizes academic journals. In Eng 101 and Eng 102, students also read and respond to reading assignments from the course textbook. Student learning on these assignments is measured through reading journals, class discussions, and essays that respond to the topics of the readings. Exams in Eng 101 and Eng 102 include quizzes on concepts such as MLA and APA citation formats and end-of-semester exams on concepts of writing, grammar, punctuation, and vocabulary. Additionally, all Eng 101 classes take an exit exam during the 13th week of class. The exam asks students to read a chosen article and to write a 500-word essay during a 50 minute period in response to one of two or three questions. Students have one week in advance to prepare for the exit exam. Up to three readers score each exam, and students have two opportunities to write a passing essay and an additional opportunity to earn a passing score through an appeal. Students must pass the exit exam in order to be eligible for Eng 102. The format of the exam and the selection of topics are discussed every semester in a faculty in-service workshop. The English area also holds in-service workshops where faculty shares examples of Best Practices in the classroom and examples of instructional projects and/or assignments. These artifacts are collected and analyzed as evidence of measures of student learning and development. The main purpose is to gather insights as to what faculty can learn from this information to improve teaching and learning experiences.

Connected Document

- *English Writing-Grade Distribution Data*

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

Students completing the programs at BHC often are surveyed to find out how they are doing in transfer institutions and how satisfied they are about programs/courses they were a part of. This evidence is anecdotal and has been shared by Advising Services with faculty members who have been mentioned in surveys or whose courses have made a difference in BHC alumni.

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: 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.

All course syllabi are not up-to-date following BHC and ICCB standards. Five of the nine course syllabi are currently up-to-date. English 101 and English 102 meet all the ICCB

standards and are the only courses in the program with IAI codes. English 231 and English 232 have been recently revised and updated. English 132 is currently being reviewed by the Curriculum Committee to ensure that it meets all the requirements. Those courses that have not been taught in the last five years, English 200, English 242, and English 243 need to undergo syllabi review. English 245, Writing Internship, has been offered recently but the syllabus needs to be updated. These revisions and changes will be finalized in the near future.

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: (Discipline) Describe the transfer requirements or content that may be imposed on the program during the next five years and the department's plans to address those changes.

· There have been no curriculum changes since the last review but there will be changes in the future based on the revisions needed for the proposed Writing Sequence program. The sequence should be followed to ensure that students can complete within a reasonable time the AA degree. Students taking Dual Credit courses should also become aware of the writing sequence to be able to enroll in courses that meet their area of concentration. There are courses that are not included in the College's web page and these courses need to be added to ensure correct information. Figure 9 presents the List of Courses Tied to the Program Discipline. This document does not include a complete list of courses offered by the program. Updates need to be done to this list to include all the courses offered in the program. English 132 is not considered part of the program and it needs to be added, so that enrollment can be credited to the department.

Connected Document

- *2012-English Writing Courses Tied to CIP*

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

· Facts Sheets have not been reviewed or updated for a long time. An informational brochure is being prepared to showcase the course offerings in both the literature and writing programs. Possible curricular changes could be offering English writing courses in a variety of instructional formats. Some of the online courses could be tried face-to-face, and some of the courses that were originally planned to be face-to-face could be offered as online courses. These could include English 132, and English 242. Regardless of the method of instruction, writing courses that have not been offered in a long time or that have a new approach should be sent to the Marketing dept. to ensure that the class will be advertised and that posters will attract new students. Since instructors will know ahead of time if they will teach one of these courses, they should be encouraged to contact the Marketing dept. to plan and advertise the course.

Connected Documents

- *English Writing Transfer AA from the BHC Web Page*
- *English-Writing-Transfer-Academic Advising Checklist*

(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)?

The financial data of the English Writing program at BHC is tied to the English/Philosophy/Reading department. The Revenue to Cost Ratio of FY 2008 to FY 2010 is presented in Figure 9. The data shows a steady growth of revenue compared to the cost of courses. FY 2008 FY 2009 FY 2010 1.21 1.29 1.44 Figure 9 Revenue to Cost Ratio In previous evaluations of Revenue to Cost Ratio, the following was provided: "The

English/Philosophy/Reading Revenue to Cost Ratio will continue a three year trend of being greater than 1.0." This was presented for the 2008-2011 cycle. The calculations were done through Curriculum Review. Figure 10 presents the FY 2005 to FY 2011 of the Unit Cost Analysis for English Writing. If the Unit Cost of just the English Writing program is presented, the data varies from year to year. These numbers present the cost to provide one credit hour instruction to one student. PCS-11 FY2005 FY2006 FY2007 FY2008 FY2009 FY2010 FY2011 Departmental 193.71 195.11 213.04 206.69 239.15 186.53 224.71 Peer Group 181.97 185.95 194.26 192.43 192.50 205.59 N/A State Average 193.88 202.56 211.42 211.30 222.88 208.05 N/A Figure 10 Unit Cost Analysis - Writing Literature

Connected Documents

- *English Writing and Lit-Credit Hours and Unit Cost*
- *English Writing-Course Capacity Data-10th Day Course Data*

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

Steps that Are Needed to Sustain Program Viability: 1. Enrollment in all writing courses needs to increase. The Proposed Program needs to be monitored by gathering/collecting data related to class enrollment, completion rates and student populations served. Composition courses taught at the area high schools through Dual Credit classes need to be monitored to ensure that they follow the requirements of courses taught on campus. The enrollment data and completion rates need to be reported to the College. High school teachers and faculty at QC and EC campuses need to establish channels of communication to keep reviewing and revising the program. 2. The QC English program requested new laptops in a cart to be used in courses not scheduled in computer labs. This new equipment will allow 4th Floor instructors access to technology that can enhance the teaching/learning experience of both writing and literature courses. Writing courses could introduce a variety of projects/assignments that require internet research. 3. The dept. chair and Dean need to monitor the staffing of the writing courses, so that each course can be offered when the proposed sequence mandates it. Black Hawk College is unique in the depth and variety of writing and literature courses it can offer to students. Enriching the lives of students in BHC's community should be a priority. 4. Professional development opportunities should be provided to interested faculty. Webinars and conferences should be identified so that faculty can have choices to keep expanding their knowledge and expertise in writing.

Detailed Assessment Report
As of: 9/16/2013 10:14 AM CENTRAL
FY 2012 General Education

Analysis Questions and Analysis Answers

(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?

Introduction General Education is not an independently recognized program of study at Black Hawk College, but rather a core component of the transfer programs culminating in the Associate in Arts and Associate in Science degrees. For those students seeking to complete general education courses for transfer but not choosing to complete the associate degree, the College offers an Illinois Articulation Initiative (IAI) General Education Core Curriculum Planning guide to assist students in selecting appropriate courses. The general education curriculum requires three communications, three humanities and fine arts, three social and behavioral sciences, two mathematics and computer science, and two physical and life sciences courses, and a non-western studies course. This Program Review provides an overview of the general education requirements at the College and outlines the process used for review and continuous improvement. Enrollment data is collected, monitored, analyzed, and used in many ways at Black Hawk College. During registration periods, the Office of Planning and Institutional Effectiveness produces a Weekly Registration and Comparison Report which is used by various departments of the College to monitor ongoing registration activity as compared to the same term prior year. In addition, the Office of Planning and Institutional Effectiveness produces a Course Capacity report available to academic advisors, department chairs, and deans which allows advisors to gauge current general education course availability and department chairs and deans use the data to add, delete, or combine course sections to manage general education course offerings as effectively as possible to meet student needs. Viability: The annual Curriculum Review study produced by the Office of Planning and Institutional Effectiveness is another tool for analyzing course enrollments in terms of revenue to cost ratio, total annual credit hours, and total annual headcount by department. Data in the study is then analyzed by the academic administration, trends are considered, and a response is prepared highlighting areas to monitor and documenting operational changes aimed at managing enrollments. In FY 2011, all of the departments offering general education courses were operating at healthy revenue to cost ratios. Transferability of Courses: Black Hawk College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed General Education Core Curriculum among participating institutions. Successful completion of this curriculum at any participating college or university in Illinois will facilitate transfer to these institutions. All general education courses that are part of the statewide IAI are clearly marked in the College Catalog with their IAI numbers and a code for the general education requirement the course meets for clarity and confidence in transfer. College course syllabi standards also require inclusion of the IAI numbers in the syllabus for each course. Several documents exist on the College's website, www.bhc.edu, and through the College's advising offices to support students in understanding, selecting, and monitoring general education course selection. Transfer degrees, including an explanation of Compact Agreements with a number of four-year colleges and universities aimed at simplifying transfer are explained and a complete list of Transfer Guides and Agreements by university is also maintained on the website (<http://www.bhc.edu/academics/transfer-information/transfer-guides-agreements/>). In addition, students and prospective students can access Associate in Arts/Associate in Science Degree Planning Worksheets (<http://www.bhc.edu/wp-content/uploads/downloads/2012/05/AA-AS-Degree-planning-worksheet.pdf>) and Illinois

Articulation Initiative (IAI) General Education Core Curriculum Planning Worksheets (for non-degree seeking students) on the website (<http://www.bhc.edu/wp-content/uploads/downloads/2011/03/IAI-General-Education-Core-Curriculum-Planning-Worksheet.pdf>) or through the advising offices as well. These worksheets provide a clear course selection guide to ensure students accurately select courses that fulfill general education requirements. This information is also explained in the College Catalog where suggested courses by semester are outlined to assist students in schedule planning and course sequencing by program area of interest. Course Offerings: As mentioned, enrollment data is considered annually in the College's Curriculum Review process and formally evaluated every five years as each individual Program Review is conducted. Since general education is not a recognized independent program of study, general education courses are reviewed as part of the discipline within which they are housed. Black Hawk College service district residents are well aware of College programs and think the College is doing programs well. In a survey conducted by a private research firm during the Fall 2011 term, 76% of respondents specifically indicated that they are aware that Black Hawk College provides the first two years of a bachelor's degree for transfer to a four-year college or university-the heart of general education. Additionally, 77% indicated that the College is delivering the first two years of a bachelor's degree well. When respondents were asked what comes to mind when they thought of Black Hawk College, "general education" was the fourth most popular defined response-behind (1) "local," (2) "good," and (3) "cheap school." On a related measure, "prepare for 4-year college" was the sixth most popular response. Enrollment Goals: The recruiting department staff and faculty members of the College participate in several school, community, organizational, and professional activities in an effort to identify and recruit prospective students. Many of these efforts are targeted at student interests by discipline, including general education disciplines. Together with the College's marketing department, materials are also created to communicate with prospective students. The College publishes a Career Focus magazine and has targeted the content of one of these magazines specifically to the recruitment of transfer students seeking to complete their general education courses and/or Associate in Arts or Associate in Science degree. Specific enrollment targets are currently being discussed based on retention data and budgeting decisions. The current conversation is looking at an overall 1.5% growth in total credit hours across all disciplines district-wide. The logistics of this growth strategy are still in early development. Part of the College's current Strategic Priorities include Goal 1.3, Engaged Learning, which includes an action to "Create and implement a comprehensive enrollment management strategy that includes the optimal enrollment for nontraditional learners and aligns services and resources to support those learners." A comprehensive enrollment management strategy will allow the College to focus its activities in a more targeted and integrated way and to measure results. While many good recruitment activities happen each year, a lack of program-specific enrollment goals communicated to marketing and recruiting creates a gap in determining priorities for marketing and recruitment efforts. Formalizing planning and goal setting among marketing, recruitment, and academic program administration through a College enrollment management strategy could improve overall efficiency and effectiveness and lead to improved student retention and completion.

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

1. Staffing Patterns and Expertise Black Hawk College publishes a "Minimum Faculty Competency" document that outlines the minimum formal education and experience requirements for full-time, tenured faculty positions by discipline. These competencies are in alignment with recommendations from the Higher Learning Commission and the Illinois Community College Board and were approved by the College upon the recommendation of both the Quad Cities and East Campus Faculty Senates. All full-time faculty members must meet the stated minimum competency which for general education transfer courses generally requires a minimum of a master's degree in the discipline. During the Spring 2012

term, the Academic Deans together with the Instructional Services Council, and with the approval of the Vice President for Instruction published an "Adjunct Faculty Competencies Tiered Approach" document. This document requires adjuncts who teach transfer general education courses to either meet the minimum faculty competency for full-time instruction or the competency standards of "(1) Master's or Doctorate degree qualifications" as outlined. Over the past few years, many full-time faculty members have become eligible for and are taking advantage of retirement. Anticipated changes in the State University Retirement System (SURS) program may lead to a further loss of experienced, senior faculty members. While the College has established, systematic processes for the replacement of faculty positions, a mass exodus of sorts could lead to staffing challenges. Administratively, leadership for general education courses is provided by the corresponding Department Chair and academic Dean for the department that houses each course in the discipline. Department Chairs are full-time faculty members who are given release time and a stipend to take on additional departmental responsibilities. Many Department Chairs also teach overloads in their departments. Three academic Deans currently provide leadership for all transfer programs and general education courses at the College. In the Fiscal Year 2013 budget, the College has plans to expand the administrative structure by adding two additional academic deans. With two campuses offering general education courses originating from independent department structures, the College's Curriculum Committee provides a central oversight and approval function for ensuring course consistency district-wide. 2. Course Capacity Data and Curriculum Review Staffing levels are reviewed every term as Department Chairs work with Deans to develop the schedule of course offerings and complete faculty load assignments and load sheets. In addition, the Curriculum Review and Program Review processes each provide lagging indicators as to the appropriate balance of instructional staff to student enrollments. A Course Capacity report also provides academic advisors, department chairs, and deans with timely information used to assist students with scheduling and manage course offerings through the addition, deletion, or combination of course sections. 3. Professional Development The professional development of general education faculty is contractually defined in the "Agreement Between Board of Trustees Black Hawk College Community College District No. 503 and Black Hawk College Teachers Union Illinois Federation of Teachers, Local 1835, AFL-CIO, August 2010-July 2014" and includes both tuition assistance for formal educational training as well as conference and meeting travel. By contract, faculty may currently receive \$5,450 per year in tuition assistance and \$500 per year in conference travel support dependent on budget availability. In addition to tuition assistance and professional development travel, the College also provides extensive faculty development and support services through its Teaching/Learning Center. Face-to-face, hybrid, and online professional development events focus on teaching, technology integration and skill building, student learning, course design, and related professional practice topics. Some events target adjunct faculty needs specifically. Additional just-in-time learning resources, tutorials, asynchronous forums, social media, and self-guided learning experiences support the life-long learning mission of the College. One-on-one coaching and tutoring sessions, customized departmental training, equipment checkout, and production services for multimedia are also available upon request. The TLC serves all full-time and adjunct faculty members as its primary audience, and other staff when possible. The work of the TLC is further supported in the College's Strategic Priorities, in Goal 5.1, Networking Employees, where an action is to "Provide ongoing education and training for faculty to build and reinforce teaching excellence, and understanding of and implementation of learning assessment concepts and methodologies, the usage of appropriate instructional learning technologies and adjunct online training opportunities."

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

1. Student Learning Much of the College's student learning assessment work to date has focused at the section and course level. Further in-house development of program level student learning outcomes is an area of continuous improvement. From the work of the Faculty Senates, the Faculty Handbook provides an outline of a learning-centered syllabus that all faculty members may reference in developing their own course syllabi with learning objectives aligned to the ICCB Generic Syllabus. These course syllabi are reviewed as part of the tenure and promotion processes of the College and copies of course syllabi are filed with the appropriate Department Chair each term. The College's Curriculum Committee manages the process for reviewing and updating ICCB generic syllabi. The College's current path of student learning outcomes assessment since May 2006 began with a progress report submitted to and accepted by the Higher Learning Commission. The report provided evidence of the impact of assessment on departmental planning and budgeting, the process departments use to ensure students demonstrate mastery of stated program learning objectives prior to completion, overall student performance, and institutional resources needed to improve student learning and assessment. This evidence became part of departmental year-end reports on student learning outcomes assessments since 2006. In Spring 2010, a student learning retreat project became the first Academic Quality Improvement Project (AQIP) of the College. The purpose of the retreat was to (1) assess the current process of student learning outcomes assessment; (2) consider the significant changes in administration, the accreditation process, and technology; and (3) determine a way to clearly communicate to the entire college community the purpose and process of assessing student learning outcomes. In the Fall 2010 term, the Student Learning Committee acted on the priorities identified during the student learning retreat. A dictionary of assessment terminology was published, the use of WEAVEonline as a reporting tool, and the function of the Student Learning Committee was discussed. A subcommittee also investigated an annual program review process as a new form of annual assessment of student learning. From Spring 2011-2012, further advances in the initiatives identified during the student learning retreat included implementing "conversation days" and continuing to investigate the deployment of an annual program review process.

2. Evidence of Learning Required by Transfer Institutions As of January 2012, Black Hawk College offers 456 transfer courses (PCS 1.1, plus an additional 24 Scott Community College courses). Of these courses, 119 are approved by the Illinois Articulation Initiative (IAI) for general education. Additionally, 43 courses are approved by the Illinois Articulation Initiative Major panels. With an interest in working to implement a standard exam to support assessment of general education outcomes with a shared current assessment grid, in the Fall 2011 semester, the College's Student Learning Committee charged its General Education Review Team subcommittee with the task of investigating Community College General Education focused standardized tests. The General Education Review Team further recommended the ETS to the Student Learning Committee as a standardized tool to assess students' general education (General Education Review Team minutes, 11/21/2011). As a starting point, the Student Learning Committee proposed developing a network of Quad Cities area higher education institutions to focus on assessment (Quad Cities Area Assessment Network-QCAAN) and recommended the Black Hawk College Faculty Senates create an ad hoc committee to develop and implement the QCAAN initiative (Student Learning Committee minutes, 2/1/2012). A final improvement strategy the Student Learning Committee is investigating is how to incorporate student learning outcomes assessment questions into the College's annual Unit Planning process.

3. Course Syllabi Update Using the College's Curriculum Committee process, ICCB Generic course syllabi are systematically reviewed and updated to meet all course syllabi elements as established by the ICCB Program Manual and as outlined in the Black Hawk College Faculty Handbook as part of the Program Review process for the program or discipline in which the course falls. Additionally, individual faculty members together with their discipline peers may initiate an update at any time using the established Curriculum Committee review and approval process. Faculty course level syllabi review is not included in this process; but as mentioned, course level syllabi are reviewed as part of the tenure and promotion process and are submitted to the Department

Chairs by individual faculty members each semester. 4. Student Retention Actions among the College's Strategic Priorities focused on supporting continued improvement in retention are outlined as follows: Goal 1.3 Engaged Learning •Create and implement a comprehensive enrollment management strategy that includes the optimal enrollment for nontraditional learners and aligns services and resources to support those learners. •Create a Retention Task force to study the causes affecting retention and persistence and recommend strategies to address improvement in retention. Goal 2.1 Student Engagement •Strengthen the quality of relationships among students and faculty. •Create services and learning spaces that facilitate student engagement, student learning and communication including those in the online environment. •Increase the number of first-time students who develop academic goals and plans for achieving them within their first semester. •Increase co-curricular opportunities that foster student engagement. Goal 3.2 Academic Analytics •Through a combination of training, assessment, and roadmap development, define a pragmatic and achievable approach to managing data and meeting college information needs through the implementation of a data warehouse. The Office of Planning and Institutional Effectiveness currently produces an after-term grade report and uses benchmark definitions to review withdrawal and student grade patterns. This information is further broken down by course delivery mode for analysis and consideration as well. Of the 26 courses with the greatest total of Ds, Fs, Xs, and Withdrawals (Ws), 14 are IAI general education courses. Those 14 courses, in descending order of total percentage of sum D, F, X, and W are as follows: Course Sum of D, F, X, and W Math 110 63.37% Math 108 42.34% Chem 110 41.61% English 102 41.14% Biol 101 38.21% Psyc 101 37.21% Chem 101 37.09% Econ 221 36.99% Musc 154 35.00% Hist 106 34.25% Eng 101 32.75% Soc 101 30.05% Art 100 25.80% Spec 101 24.37% Using a subset of this data, the Student Success Center piloted a Supplemental Instruction program from Fall 2010-Fall 2011 that provided targeted academic support and tutoring services to students in courses identified with low grades and higher than normal withdrawal rates (a history of more than a 30% D, F, or W rate). Supplemental Instruction leaders were selected from existing tutors or recommended by faculty members and received 12 hours of training using a benchmarked model from the University of Missouri Kansas City. The goal of the program was to decrease drops, increase the number of students who passed the course with a grade of "C" or better, and improve collaborative learning skills for future course success. Other district-wide initiatives to support student retention among all courses, including general education courses, include newly launched orientation and First Year Experience programs, an Early Alert System where faculty can notify Student Services with any concerns about individual students that may impact their ability to be academically or personally successful, student activities and student leadership initiatives designed to engage students in campus life and promote co-curricular leadership development, and ongoing tutoring services.

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

1. Program Structure and Scheduling Black Hawk College general education courses are aligned with all colleges and universities statewide through the Illinois Articulation Initiative in an effort to provide students with confidence and a seamless transfer among institutions. The IAI also provides for standardization among general education requirements statewide. General education courses are scheduled by discipline by the department offering each course and efforts are made to manage the scheduling of general education courses to ensure students are able to build schedules that allow them to make appropriate progress toward degree or course completion. A master schedule informs this process and input from academic advisors in communication with department chairs aids in the preparation of schedules each semester. The College focuses on building schedules to meet student and curricular needs as well as to ensure staffing availability. Course sequencing, course descriptions, and the establishment of prerequisites are handled by the discipline faculty with approval from the district-wide Curriculum Committee process as well as the academic

administration. This information is updated annually in the College Catalog available both online and in print. Structural changes to program delivery for the Associate in Arts (AA) and Associate in Science (AS) degrees has impacted general education course schedule offerings as well. In May 2009, the College launched a 14-month AA/AS degree option. The College's East Campus also operated on a four-day academic week for three years in response to student needs, but will be returning to a five-day academic week schedule for Fall 2012 as enrollment growth has created space limitations.

2. Curriculum Changes No significant changes have been made to the content or structure of the overall general education curriculum during this review period. Individual programs make content and structural changes during their assigned Program Review cycle.

3. Instructional Delivery Methods The College offers both the Associate in Arts (AA) and the Associate in Science (AS) degrees in an online format allowing students to access general education courses online. General education and AA and AS courses are also available through the statewide Illinois College Exchange (ICE) system so Black Hawk College general education courses may be shared among Illinois community colleges and accessed by students anywhere. In Spring 2009, the College adopted a hybrid course definition which has influenced some general education course delivery. Hybrid courses continue to be considered, developed, and implemented as appropriate. A hybrid class is a class that combines traditional classroom instruction with one or more alternative learning experiences. Black Hawk College defines a hybrid class as a section that: 1) meets with the instructor in the classroom at least 50% of the time but less than 100% of the time; and 2) the remaining instructional time involves structured learning activities that may include (but are not limited to) field work, online instruction, field trips, and extended projects. Previously a Blackboard institution, the College is finalizing implementation of a new course management system called Canvas during the Summer 2012 term. Some general education faculty members also use Moodle as their course management system for online, hybrid, or blended course delivery. The College continues to use Distance Learning, or two-way audio video conferencing, in the delivery of instruction. Two-way audio video conferencing is used in a limited number of general education courses at this time. Its use is mainly restricted to circumstances where limited, qualified instructor availability is an issue. Study Unlimited courses are similar to independent study courses where students work at their own pace and may take exams on campus, use video or audiotapes, and receive help from the instructor on campus or via telephone or electronic communication. A limited number of general education courses use Study Unlimited course options. Independent study is used to accommodate student needs as necessary for degree completion or successful transfer. Students work with individual instructors to arrange an independent study and sign an independent study agreement.

(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)?

The Curriculum Review process looks at the financial stability of every academic discipline area on an annual basis and modifications are made as necessary to strengthen programs. The financial stability of a program is most often impacted by enrollments and the balance of staffing costs for program delivery and is analyzed through the use of a revenue-to-cost ratio. Interestingly, State of Illinois apportionment funding for general education courses is at the lowest level offered across course categories. Program operational costs are budgeted as part of the annual institutional budget process which is tied to the unit planning process. In planning for FY 2012, the College moved to a Budgeting for Outcomes approach in an attempt to allocate resources annually as needed to work toward the institution's strategic priorities. The Budgeting for Outcomes approach was continued for FY 2013.

Enrollment Stability: Enrollment numbers by program can impact the financial viability of general education course offerings. As mentioned, one of the College's Strategic Priorities is the development of an enrollment management strategy which should formalize the structure by which course and program enrollments are planned and monitored as well as communicated

to the marketing and recruitment departments of the College. Enrollment stability is monitored in real time during registration periods through the use of Capacity Reports prepared by the Office of Planning and Institutional Effectiveness. The Capacity Report is used most heavily by academic advisors, department chairs, and deans for student registration and course section management in terms of maintaining, cancelling, or consolidating course sections. The weekly registration activity report also allows the College to monitor enrollment activity compared to same point of prior comparative term. Capital Needs: The College's Capital Committee is comprised of the President, Executive Vice President, Vice President for Finance, Vice President for East Campus, and Vice President for Administration and meets regularly to continue the prioritization process for updating facilities and equipment for program delivery. The Capital Committee deploys resources from a variety of sources (bonds; Protection, Health, and Safety; Local Projects, capital budgets, etc.) to meet the Strategic Priorities of the College. The College did a \$20 million bond issue in 2010 that included \$370,000 for instructional refresh projects. To date, the majority of those funds have been used to improve classroom furnishings, technology, and remodeling district-wide as well as instructional equipment for course delivery. Capital needs are also submitted by individual budget managers as part of the annual budget process and are prioritized through the established Capital Committee structure.

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

Black Hawk College has: · Clarity in transfer planning support for students · Positive awareness and quality perceptions among community residents · District-wide curricular alignment · Well-defined institutional processes for reviewing programs and course syllabi · Academic administrative processes apply broadly to the instructional areas across the College district · Expanded academic administration to position itself for growth · A commitment to faculty development · A variety of course delivery modes · Demonstrated progress in assessing and continuously improving student learning · A well-defined capital committee process to address all levels of current and future academic needs

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

While College review processes provide for a robust review of programs, there is not solid evidence or process documentation indicating how the College uses the results of its reviews to inform continuous improvement. Assessment is limited to the course, and in some cases, the program level. Despite demonstrated progress in student learning assessment and improvement, momentum has slowed through ongoing structural and staffing changes and as a result of moving to the next level of learning assessment. College student retention efforts are in the early stages of deployment and data collection and analysis efforts will need to inform success and future direction. Although part of the current Strategic Plan, a lack of action on the development and implementation of an enrollment management plan slows the development of formal, targeted enrollment management goals and strategies.

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

· Develop program level student learning outcomes and stabilize institutional approach to student learning. · Prioritize the development, deployment, and support of a district-wide enrollment management plan. · Continue action plan related to current 1.5% enrollment growth goal. · Collect data and analyze success of current student retention strategies.

Detailed Assessment Report

As of: 9/16/2013 10:14 AM CENTRAL

FY 2012 HIM 5192/Medical Billing 5586/Coding 5584/Transcription 5785

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.

According to the Bureau of Labor Statistics (2011), employment of health information managers (HIM) is expected to grow 16 percent from 2008 to 2018, faster than the average for all occupations. All areas of HIM, save Medical Transcription (MT) are included in the estimate. The healthcare industry will continue to expand and diversify in response to changes in federal healthcare policy, requiring managers to ensure smooth business operations. HIM staff in all settings will be needed to improve quality and efficiency of healthcare, while controlling costs, as insurance companies and Medicare demand higher levels of accountability. Managers also will be needed to oversee the computerization of patient records and to ensure their security as required by law. Additional demand for managers will stem from the need to recruit workers and increase employee retention, to comply with changing regulations, to implement new technology, and to help improve the health of their communities by emphasizing preventive care. Hospitals will continue to employ the most medical and health services managers over the 2008-18 decade. However, employment in outpatient setting is also expected to increase. Many services previously provided in hospitals will continue to shift to these settings, especially as medical technologies improve. Demand in medical group practice management will grow as medical group practices become larger and more complex. Health information managers also will be employed by healthcare management companies that provide management services to hospitals and other organizations and to specific departments such as emergency, information management systems, managed care contract negotiations, and physician recruiting. Advisory board recommendations. The HIM Advisory Board met in the spring of 2011. Board members stressed the importance of coursework in medical terminology, anatomy and physiology with an emphasis in pathophysiology, and computer sciences. The HIM program currently includes two medical terminology courses (BIOL 150, HIM 200), one anatomy and physiology course (PN 110), and two required computer software courses (HIM 255, BE 145). Enrollment trends. Those students with a declared major of HIM or one of its certificates totaled 109, with a breakdown as follows: HIM: 61 students Medical Assisting: 14 students Medical Billing: 14 students Medical Coding: 12 students Medical Transcription: 8 students Students are trending away from individual certificates, particularly Medical Transcription, and opting instead for the increased marketability of the HIM AAS degree. Further, students who have earned or are earning the AAS degree, are dual enrolling in the Medical Assisting (MA) program. As the numbers indicate, the majority of students in the MA program are self-declared as HIM rather than MA.

Connected Documents

- *Health Information Management-Occupation Report*
- *Health Information Management-Student Demographics Data*
- *Medical Billing Specialist Occupation Report*
- *Medical Coding Specialist Occupation Report*
- *Medical Transcription Occupation Report*
- *Medical Transcriptionist-Student Demographics Data*

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

The HIM program has enjoyed robust enrollments since its inception a decade ago. The program has operated with one full time faculty member who has also acted as the program's coordinator. The program has traditionally employed several adjunct faculty members. With increasing enrollments and the addition of the MA certificate program, last year's revenue to cost ratio for the program was 2.24. In response to this trend, the college hired a second full time HIM faculty member in January of 2012.

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: 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?

Pre-test, post -test data for HIM 200, HIM 247. HIM 261/265 Portfolio and Internship Site feedback, Pass/fail rates on national certification exams. Students continue to show evidence of success in learning as they are presented with redundant materials throughout their program of study. It is noted that students in 2011, on average, score 72% on the HIM 247 pre-test and 85% on the post test. It is noted that students, on average, achieved below 50% on the HIM 200 pre-test and 88% on the post. Black Hawk College currently has a 100% pass rate for all students who have taken the national certification examinations for coding and for medical assisting and who have authorized the testing agency to release the data. What improvements have been made as a result of these findings? Consideration is being given to the medical terminology coursework. Students are required to take BIOL 150 as their beginning terminology course. This course is delivered almost exclusively in the Independent Study format. Students must pass BIOL 150 with a grade of C or better to be eligible for HIM 200. Pre-test scores for HIM 200 are quite low, giving reason to question the efficacy of the delivery of BIOL 150 and perhaps the need for a more discipline specific beginning terminology course.

Connected Document

- *Health Information Management-Grade Distribution Data*

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

Student internship evaluations, site visits, and national certification pass rates are all encouraging.

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: 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.

HIM 148, HIM 250, HIM 200, HIM 156, HIM 252, HIM 254, HIM 249, HIM 147, HIM 247, HIM 257, HIM 258, HIM 255, HIM 251, HIM 261, HIM 265

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

Yes. All courses in the HIM program fulfill the recommendations of the Commission on Accreditation of Allied Health Programs (CAAHP) and the Accrediting Bureau of Health Education Schools (ABHES).

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

To accommodate the needs of young mothers and working adults, the HIM program is offered in both day and evening formats, with the exception of the Medical Transcribing courses, which are offered early morning and Saturday mornings. Several of the courses are offered in 12 week, one day per week formats. Minimester and summer courses are offered every year. Currently none of the HIM courses are offered as hybrids, independent study, or online.

Connected Documents

- *Health-Information-Management-AAS Academic Checklist*
- *Medical Billing Specialist Certificate-Academic Planning Checklist*
- *Medical Coding Specialist Certificate-Academic Planning Checklist*
- *Medical Transcription Academic Planning Checklist*

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

Classroom scheduling is an ongoing challenge. Space is limited and often forces the HIM program to offer classes at less than optimal times and in smaller, ill-equipped classrooms. Some of these challenges could be remedied, in part, by identifying and developing alternate delivery formats for some of the 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)?

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. As stated above, last year's cost to revenue ratio was robust at 2.24. With the addition of a new faculty member, this ratio will dip, as is expected. However, the new faculty member brings the opportunity to expand course section offerings as classroom space allows. The program is challenged by limited classroom availability and a very small clinical laboratory space. It is also expected that the addition of another faculty member will increase the program's visibility in the community via employer visits, participation in job fairs, etc...

Connected Documents

- *Health Information Management-Course Capacity Data-10th Day Data*
- *HIM-Billing-Coding-Transcription--Credit Hours and Unit Cost*
- *Medical Transcription Course Capacity Data-10th Day Data*

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

The program continues to enjoy strong enrollments in most areas, good retention rates, and good national certification pass rates. Advisory Board and employer feedback is by and large positive and several employers have hired our students repeatedly.

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

The Medical Transcription (MT) program is struggling. Low enrollments in the fall of 2011 and spring 2012 forced the cancellation of the Saturday sections. Classroom space continues to challenge the program.

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

1. Discontinue the Medical Transcription Certificate program due to lack of job opportunities.
2. Consider removing the MT courses from the HIM AAS degree and replacing them with health sciences courses, per the recommendation of the Advisory Board.
3. Identify and develop alternate delivery opportunities for some courses to help alleviate classroom crowding and scheduling issues.

Detailed Assessment Report
As of: 9/16/2013 10:14 AM CENTRAL
FY 2012 Massage Therapy & Bodywork 5589, CERT

Goals without Outcome/Objective Relationships Specified

G 1: Student Employability

Students will be employable after the successful completion of the Massage Therapist Program

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.

The employment opportunities are growing for massage therapists. According to the U.S. Department of Labor, employment for massage therapists is expected to increase 19 percent from 2008 to 2018, faster than average for all occupations (See Department of Labor Massage Therapy Information document). For additional information regarding the massage profession see the American Massage Therapy Association's 2011 Massage Therapy Industry Fact Sheet. The strengths of our program, as identified by our Massage Therapy Advisory Board, include; the Black Hawk College reputation, caring instructors, access to financial aid, college credit earned, small class size, clinical experience, benefits of being a part of the Black Hawk College community, and a high pass rate for the national certification test. The identified weaknesses include; lack of promotion, lack of clinical space, and an intensive schedule. Opportunities that were identified by the board are; partnering with Black Hawk sports teams and local massage friendly businesses for promotion. Identified threats include; lack of promotion and private schools with better clinical facilities Enrollment has stayed relatively level for initial enrollment into the program (MASG 100 and MASG 102) with 10-15 students beginning the program. Student retention has also stayed relatively level with a typical second semester course having 6-12 students. Students that begin the second semester typically stay for the third semester, which is the end of the course of study. According to the students who have dropped the course, the number one reason for withdrawing is the intensity of the program's schedule, followed by lack of funding. Attending classes 4 days a week, 4 ½ hours a day, causes conflict between school, work, and family commitments. With the addition of hybrid courses into the program we should be able to alleviate some of these conflicts and retain more students. An increase in initial enrollment can be achieved with additional promotion of the program (more visibility on bhc.edu, marketed as a good course to take while they're on wait lists for other healthcare programs, more visibility at college events).

Connected Documents

- *2011 AMTA Industry Fact Sheet*
- *Department of Labor Massage Therapy Occupational Information*
- *Massage Therapy-Occupation Report*
- *Massage Therapy-Student Demographics Data*

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: 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 student outcomes for this program include: MASG 100 Identify important people and events that make up the history of massage therapy Identify pieces of massage therapy equipment and describe their uses Demonstrate and use proper massage terminology Identify indications and contraindications for massage therapy and determine the proper course of action based on those indications and contraindications Demonstrate proper body mechanics for a massage therapy practitioner Demonstrate proper hygiene, sanitation and safety practices for the massage therapy profession Identify and demonstrate proper pre-massage procedures Identify and demonstrate basic massage techniques Design an effective massage therapy session for a typical client MASG 102 Define and locate anatomy and structure of movement, muscle attachment and points. Demonstrate palpation of individual muscles. Demonstrate and use proper massage terminology Identify all muscles of the body. Explain action and innervations of muscles Identify all major bones of the human skeleton with emphasis on boney landmarks used in massage therapy. Identify and the joints in the body that allow for movement. MASG 103 Identify the eleven basic systems of the human body Explain and Identify the relationship of anatomy to physiology in each of the eleven systems and the body as a whole Demonstrate knowledge of anatomy and physiology relating to massage therapy Describe the anatomy and physiology of the systems of the human body and how they function together as a whole Gain experience, hands-on knowledge of a anatomy and physiology, as a massage therapist MASG 106 Identify the 11 basic systems of the human body. Demonstrate understanding of pathology with respects to massage therapy. Define and understand contraindications of massage therapy with specific pathologies. Define and understand indications of massage therapy with specific pathologies MASG 109 Demonstrate knowledge of business principles as they apply to massage therapy. Demonstrate continued knowledge of advanced massage therapy theories and techniques. Demonstrate continued knowledge of complementary bodywork modalities. MASG 110 Enter into the massage therapy profession with real world experience including massage therapy application, marketing, paperwork, and customer service. Demonstrate knowledge of the operations of a massage therapy clinic. MASG 111 Demonstrate skills required to plan and execute a 50-minute full body massage based on individual client needs, including pre and post massage procedures (paperwork, table preparation, and clean-up). Demonstrate basic and advanced massage therapy theories and techniques Identify and demonstrate what is considered the highest level of ethics for a massage therapist. Describe the theories and applications of at least 5 complimentary bodywork modalities. Modalities are subject to change. MASG 112 Demonstrate basic and advanced massage therapy theories and techniques Identify and demonstrate knowledge of complimentary bodywork modalities. There are a variety of measures that are used to assess the degree to which students achieve these outcomes, including, but not limited to: pre and post testing, standardized testing, observation by instructor of a student's ability to apply the material learned during hands-on massage work, evaluation of students by clientele/instructors during the clinical course, and analysis of student work products. In addition to the data regarding the students daily course work, which monitors their understanding of the material, we also collect data from the National Certification Board for Therapeutic Massage and Bodywork regarding our students performance on the National Certification Examination for Therapeutic Massage & Bodywork. This data helps us to identify areas of weakness so that we can reinforce them in future classes.

Connected Document

- *Massage Therapy-Grade Distribution Data*

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

Our best method of showing evidence that our students have acquired the knowledge and skills required by employers is our students high pass rate of the National Certification

Examination for Therapeutic Massage & Bodywork. See the Black Hawk College Massage Therapy & Bodywork Program National Certification Exam Pass Rates document.

Connected Document

- *Black Hawk College Massage Therapy & Bodywork Program National Certification Exam Pass Rates*

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: 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 8 ICCB Generic course syllabi in this program area, 8 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?

Yes

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

This program is designed to provide the students with a thorough education in massage therapy that is completed in one year's time. Our face-to-face classes are scheduled 3-4 days a week, depending on the semester, for 2 ½ to 4 ¼ hours per day. In addition, one class each semester is in hybrid format. The blended strategies of face-to-face classes and online learning improves effectiveness and efficiencies by reducing the time spent in the classroom, and at the same time, allows students to take in information at their own pace.

Connected Documents

- *Massage Therapy and Bodywork Program BHC Web Page*
- *Massage Therapy BHC Academic Planning Chart*
- *Massage Therapy Pages 82-83 from BHC 2012 Catalog*

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

Hybrid courses have recently been added to the schedule to help alleviate the rigorous schedule.

(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)?

During the last few years the program has maintained it's viability by being a lost cost program that has made money. However, there was a period of time that there was a combination of low enrollment and non-completers. The low enrollment is reflective of overall low enrollment at the college and a lack of program promotion. To maintain viability there must be increased enrollment.

Connected Documents

- *Massage Therapy and Bodywork Course Capacity Data-10th Day Data*
- *Massage Therapy-Credit Hour and Unit Cost*

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

The strengths of our program include; the Black Hawk College reputation, caring instructors, access to financial aid, college credit earned, small class size, the clinical experience, the benefits of being a part of the Black Hawk College community, and a high pass rate for the national certification test. The massage therapy program has made great strides in developing student friendly schedules by offering courses during the day and the evening and by adding hybrid courses.

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

The identified weaknesses include; lack of promotion, lack of a designated clinical space, an intensive schedule, and maintaining contact with former students.

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

Improvement opportunities include: A. Promotion of the program- I would like to see the program included in more campus events and have more promotional materials developed. Additional opportunities include sending promotional materials to spas, chiropractors, and physical therapists in the area. We would also benefit from becoming more involved with the BHC sports teams. B. Lack of a designated clinical space- One advantage private schools have over our courses is that they all have designated clinical space and this is a big selling point to prospective students. It would be advantageous to our program to have such a space. C. Intensive schedule- Adding hybrid courses has already helped us in this area D. Maintaining contact with former students- We have begun to set up instructor Facebook pages in which we encourage our students to join. This has been a good way to stay in contact so that we can monitor our graduated students ability to find employment in the field of massage therapy. It's also a great tool for us to use to inform former students about potential job offers.

Detailed Assessment Report

As of: 9/16/2013 10:14 AM CENTRAL

FY 2012 Speech 1018, AA

Goals without Outcome/Objective Relationships Specified

G 1: Provide quality instruction in Speech courses

Provide quality instruction in all sections of Speech 101: Principles of Speech Communication
Provide quality instruction in all sections of Speech 114: Interpersonal Communication
Provide quality instruction in all section of Speech 175: Intercultural Communication.

G 2: Maintain the demand for Speech courses

Maintain IAI code for Speech 101. Stay in contact with Career and Technical programs that utilize our speech courses for their degrees and certificates. Be sure our syllabi learning objectives are meeting the needs of the General Education and the Career Technical student.

Analysis Questions and Analysis Answers

(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?

Speech course offerings are appropriate to meet the needs of students who will transfer and support general education requirements. Speech 101: Principles of Speech Communication This is one of three required courses to meet the Communications sequence for Associate in Arts/Associate in Science Degree. Speech 101 at Black Hawk College is an IAI C2900 approved course. It has been reviewed by the IAI General Education Communication Core Panel in 2008 and has retained its approved status. Speech 101 at Black Hawk College transfers to Western Illinois University as Comm 241. Speech 114: Interpersonal Communication This course is listed as one of the suggested courses to take to meet the Humanities requirement for the Associate in Applied Science degree. It is listed as one of the suggested courses to take to meet the Spoken Communication Skills for the Associate in Liberal Studies degree. Career programs that suggest this course include Administrative Assisting, Business Information Technology, Legal Office Professional, Visual Communication, Physical Therapist Assistant and Radiologic Technology. This course transfers to at least the following institutions as is listed on the ICCB Master Syllabus:

Course Prefix	Course #	Course Title	Institution
CMN	2630	Introduction to Interpersonal Communication	Eastern Illinois University
COM	123	Interpersonal Communication	Illinois State University
COMS	203	Interpersonal Communication Skills	Northern Illinois University

Speech 114 at Black Hawk College transfers to Western Illinois University as Comm EI This course has been updated and acknowledged by the Curriculum Committee in 2010. Note: The IAI Speech Major Panel has disbanded. It is not currently reviewing syllabi. Speech 175: Intercultural Communication This course is listed as one of the suggested courses to take to meet the Non-Western Studies requirement for the Associate in Arts/Associate in Science degree and the Associate in Applied Science degree. It is listed as one of the suggested courses to take to meet the Non-Western Studies for the Associate in Liberal Studies degree. Career programs that suggest this course include Administrative Assisting, Business Information Technology, International Trade, Legal Office Professional, Nursing Associate Degree, Physical Therapist Assistant, Radiologic Technology and Child Development. This course transfers to at least the following institutions as listed on the ICCB Master Syllabus,

Course Prefix	Course #	Course Title	Institution
CMN	3710LD	Intercultural Communication	

Eastern Illinois University SPCM 301i LD Communication Across Cultures Southern Illinois U. at Carbondale CMN 100 Level No name U. Illinois @ Urbana-Champaign This course has been updated and acknowledged by the Curriculum Committee in 2010. Note: The IAI Speech Major Panel has disbanded. It is not currently reviewing Syllabi. Speech 111: Business and Professional Communication This course is listed as one of the suggested courses to take to meet the Communications requirement for the Associate in Applied Science degree. It is listed as one of the suggested courses to take to mee the Spoken Communication Skills for the Associate in Liberal Studies degree. Career programs that suggest this course include Adminstrative Virtual Assistant Certificate, Business Management and Marketing, Financial Services Management, Banking and Finance Certificate, Lead Employee, Team Leader, Computer Specialist Tracks, Child Development, Law Enforcement Technology and Logistics and Warehousing. This course will be reviewed by the Curriculum Committee on December 9, 2011. If Acknowledged, this course will transfer to at least the following institutions as listed on the ICCB Master Syllabus: Course Prefix Course # Course Title Institution CMN Elective University of Illinois, Urbana, Champaign SPCM 101 Introduction to Oral Comm Speech, Self, Society Southern Illinois Unversity (Carbondale) Comm Elective Western Illinois Note: The IAI Speech Major Panel has disbanded. It is not currently reviewing syllabi.

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

Our full time and adjunct faculty are skilled, competent and capable for meeting the staffing needs of the speech courses we offer. The number of sections of speech courses offered during Summer 2011 semester: Speech 101: 2 at East Campus; 7 at Quad Cities Campus Speech 111: 0 sections offered Speech 114: 0 sections offered Speech 175: 2 sections offered at QC campus. The number of sections of speech courses offered during the Fall 2011 semester: Speech 101: 4 at EC; 18 at QC Campus, 3 Dual Credit Speech 111: 0 sections offered Speech 114: 1 section at EC; 1 section at QC Speech 175; 2 sections at EC; 7 at QC The number of sections of speech courses anticipated for the Spring 2012 semester: Speech 101: 4 sections at EC; 13 at QC Speech 111: 0 sections Speech 114; 1 at EC; 3 at QC Speech 175: 1 at EC; 6 at QC We have one full time faculty member and one adjunct faculty member at East Campus. We have 4 full time faculty members at the Quad Cities. We rely on services of up to 6 adjunct faculty members at the QC campus. According to "Minimum Competency Levels for Full-Time Faculty Speech positions in District #503, a "Master's Degree in speech communication, speech studies, or related field is required." All full time faculty members meet this minimum competency. All but two adjunct faculty members meet this minimum competency.

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: 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?

Speech 101: We have developed and are now implementing a Public Speaking Assessment rubric that is used by faculty to rank students on their performance in an early speech and a speech developed later in the semester. The results of this assessment are attached: (Jim) Speech 175: One faculty member has regularly assessed and compared test questions to learning objectives to determine how well students are mastering the learning objectives of the course. Results show that the majority of students are mastering the learning objectives set out in the syllabus. The instructor recognizes that there is always room for improvement and has set the action plan to revise lectures in Unit 1. The speech faculty are developing a Professional Intercultural Communication assessment that would administered in all of the Speech 175 sections at the end of the semester. The tool is intended to measure the student's ability to apply concepts from the course to a "Case Study" that simulates the intercultural communication challenges that are typical in the Medical, Business, Education,

Social Work and Tourism professions. Faculty continually discuss strategies to improve their instruction in formal and informal settings. Speech grade distributions reveals a fairly consistent trend of Enrollee success and Completer success. We do see a decline in the year 2011. This may be due to the number of developmental education students that are enrolled in each of our sections. We do not have prerequisites on any of our speech courses, this allows a developmental education student to enroll in these 100 level classes during the same semester as they are enrolled in their developmental reading and writing courses. Faculty are no longer allowed to drop students that are not persisting in the course. In our past two years of Unit Planning, the Communication and Fine Arts department has recognized that this is a problem. We have explored and encouraged the use of the Early Alert System. We have also explored the idea of adding a prerequisite of a Compass Reading score for our general education courses. We have made some recommendations to the Developmental Education Committee. In the upcoming year, our department will continue to find ways to address the issues of developmental student success in general education courses.

Connected Document

- *Speech-Grade Distribution Data*

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

The number of students enrolled in the Speech Associate of Arts Program in 2011 total at 5 according to the Demographic data provided earlier in this report. A majority of Black Hawk students are taking Speech courses in order to fulfill their transfer degree general education requirements or their career program requirements. Speech 101: As stated earlier, this course is currently approved by the IAI: General Education Communication Panel. According to the Speech Grade Distribution data, 89.94% of completers are mastering the learning objectives of the syllabus and are therefore able to transfer to any IAI participating institution. Speech 111: This course has been revised and will be reviewed by the Curriculum Committee on December 9, 2011. Extensive discussions with program heads for Business and Computer Specialist Tracks yielded important feedback that were critical in the revisions made to this syllabus. Speech faculty will continue to elicit feedback annually from faculty in these program areas to ensure that students are mastering the concepts and skills necessary to succeed in these fields. Speech 114: This has been a long standing elective course for the General Education program areas and in several career programs listed earlier. According to the Speech Grade Distribution data, 75.76%% of completers are mastering the learning objectives of the syllabus. In the future we hope to implement a plan to annually elicit feedback from faculty in program areas to ensure that students are mastering the concepts and skills necessary to succeed in these fields. Speech 175: This course is a requirement of several career programs including Nursing and Physical Therapist Assistant. These program areas are accredited by . . . Through work on the Student Learning Committee the Speech faculty have been made aware of how Speech 175 fits into the curricular expectations set by these accrediting agencies. This is one reason why we are pursuing a Professional Intercultural Communication assessment tool. According to the Speech Grade Distribution data, 78.05% of completers are mastering the learning objectives of the syllabus. Speech faculty will work to elicit feedback annually from faculty in these program areas to ensure that students are mastering the concepts and skills necessary to succeed in these fields.

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: 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 4 ICCB Generic course syllabi in this program area, 4 meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook. Speech 101: Principles of Speech Communication. This course syllabus was updated and acknowledged by the Curriculum Committee in 2008. It was approved by the IAI General Education Communication Core Panel in 2008. The syllabus is due to be updated again by 2013. Speech faculty will meet to discuss revisions to Learning Objectives, Methods of Assessment, Textbooks and Course Outline. Revisions will be made and submitted for acknowledgement by the Curriculum Committee. Once changes have been acknowledged, full time and adjunct faculty will be advised to update class syllabi in order to align with the new Speech 101 ICCB Syllabus. Speech 111: Business and Professional Communication This course will be reviewed by the Curriculum Committee on December 9, 2011. If acknowledged, the class syllabus will be revised to align with the Speech 111 ICCB syllabus prior to the course being offered in Fall 2012. Speech 114: Interpersonal Communication This course syllabus was updated and acknowledged by the Curriculum Committee in 2010. Full time and adjunct faculty are provided with the Speech 114 ICCB syllabus and will continue to ensure that their class syllabus aligns with the ICCB syllabus. Speech 175: Intercultural Communication This course syllabus was updated and acknowledged by the Curriculum Committee in 2010. Full time and adjunct faculty are provided with the Speech 175 ICCB syllabus and will continue to ensure that their class syllabus aligns with the ICCB syllabus

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: (Discipline) Describe the transfer requirements or content that may be imposed on the program during the next five years and the department's plans to address those changes.

Speech 101: The IAI General Education Communication Core panel continues to debate about the face-to-face requirement for oral presentations in the online course. We may need to adjust our policy to meet the demands of ICCB if the IAI GECC panel decides to make this shift. Speech 111: This syllabus has been revised and will be offered Fall 2012 based on the request by the Career Technologies Department. This course is designed to meet the curricular needs of their Computer Specialist Tracks. It has also been revised to meet the curricular needs of several programs within the Business department. We will monitor enrollments and gain feedback on the course from these program areas in order to identify the scheduling needs and any needs for improvement to the course. Speech 175: This course is required by several career program areas in order to meet the demands for diversity training, multi-cultural sensitivity and intercultural competence. We plan to assess the students ability to communicate competently with different cultures in a variety of professional contexts and improve based on assessment results. We will also work to gain feedback from program areas in order to identify scheduling needs and any needs for improvement to the course.

Connected Documents

- *2012 Program Reivew-Speech-Courses Tied to CIP*
- *Speech Transfer Occupation Report*

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

The Speech program allows a student to satisfy the requirements for an Associate in Arts/ Associate in Science degree while emphasizing speech communication course work. The schedules provide a range of days and times for students to take these courses. This allows students in multiple programs to have access to days and times that work into their schedule. Speech 101 is offered online in 8 weeks, and is offered during Summer and

Minimester sessions. Speech 175 is offered online, and is offered during Summer sessions. Speech faculty continually monitor enrollment numbers and edit the schedule to meet the demands of students.

Connected Documents

- *Academic Advising Checklist*
- *Speech Transfer AA-BHC Web Page*

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

The Speech Department Chair is worked to track enrollments from the first day of enrollment through the start of the semester. This data informs decisions about how to adjust each schedule as cycles begin. For example: We have traditionally offered 8 a.m. sections of Speech 101 both on MWF and T/Th, due to declining enrollment numbers and the numbers of students persisting in the course, we have adjusted the Fall 2011 and Spring 2012 schedules to offer only one section at 8 a.m. We have also reduced p.m. sections of Speech 101. Again, two p.m. sections were offered on Mondays and Wednesdays and Tuesdays and Thursdays. As trends showed low enrollments, we have reduced these sections. We maintain an evening section of Speech 175 at least once a year - sometimes each semester depending on enrollment. We consistently offer Saturday Speech 101 and Speech 114 classes. Online sections of Speech 101 are filling within the first week to two weeks of enrollment. This has informed the decision to add a second section of Speech 101 online in Fall 2012.

(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)?

According to the Speech-Credit hour and Unit Cost Report, the Speech Discipline has generated its 2nd highest number of credit hours in 2011 since 2005. This report also indicates that we are cost-efficient -- Our cost to provide 1 credit hour of instruction to one student is lower than our Peer Institutions and the State Average in 2010. These reports indicate that we are currently sustaining a healthy and viable program.

Connected Documents

- *Speech Course Capacity Data-10th Day Data*
- *Speech-Credit Hour and Unit Cost*

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

This review demonstrates that we are striving to staff all Speech classes with skilled and experienced faculty members. We continually review and adjust our course offerings to meet the needs of transfer and career students. Speech 101 maintains an approval from IAI. We continue to monitor the needs of the programs that require speech courses and adjust our schedule and our courses to meet the needs of transfer and career students.

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

It is time to reevaluate the Speech 1018, AA program in order to remove or revise courses that have not been offered for many years. Courses that need to be addressed include: Speech 120: Performance of Literature, Speech 150: Introduction to Public Relations, Speech 200: Communication Experiences, Speech 210: Public Speaking and Speech 290: Leadership Development. We need to continue to perfect assessment tools and methods for gaining feedback from program areas that require Speech Courses.

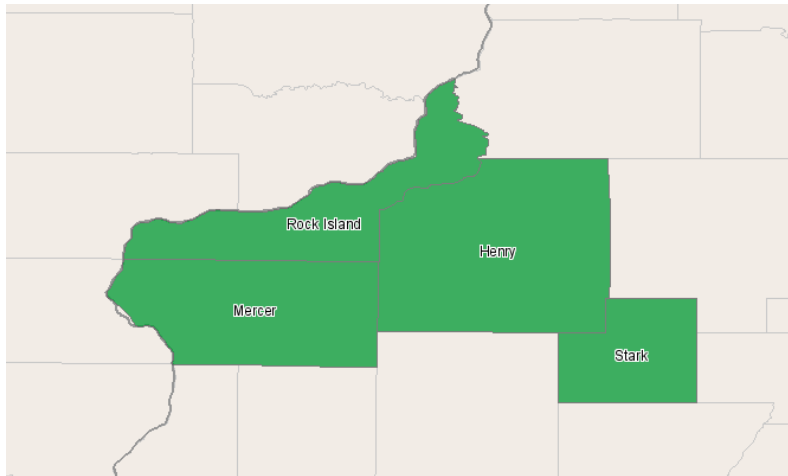
**(PR) RECOMMENDATIONS: Recommendations for Opportunities for Improvement-
Be sure to also create Action Plans for these recommendations.**

Evaluate and Update the Speech 1018, AA Program. Step 1: Visit with Administration to determine the impact of removing defunct courses. Step 2: Determine courses to be removed and courses to be revised. Step 3: Implement removal of defunct courses with approval of the Curriculum Committee and ICCB. Step 4: Revise and submit revised courses through Curriculum Committee. Improve Assessments of Speech courses, use feedback to improve courses. Monitor needs of other program areas, use feedback to improve courses, course offerings and scheduling needs.

Black Hawk College

6600 34th Avenue
Moline, Illinois 61265
309.852.5671

Occupation Report



Region Info

Region: PR District

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

Selected Occupations

Occupation	Education Level
Postsecondary teachers (SOC 25-1099)	Doctoral degree
Teachers and instructors, all other (SOC 25-3099)	Bachelor's degree
Editors (SOC 27-3041)	Bachelor's degree
Technical writers (SOC 27-3042)	Bachelor's degree
Writers and authors (SOC 27-3043)	Bachelor's degree

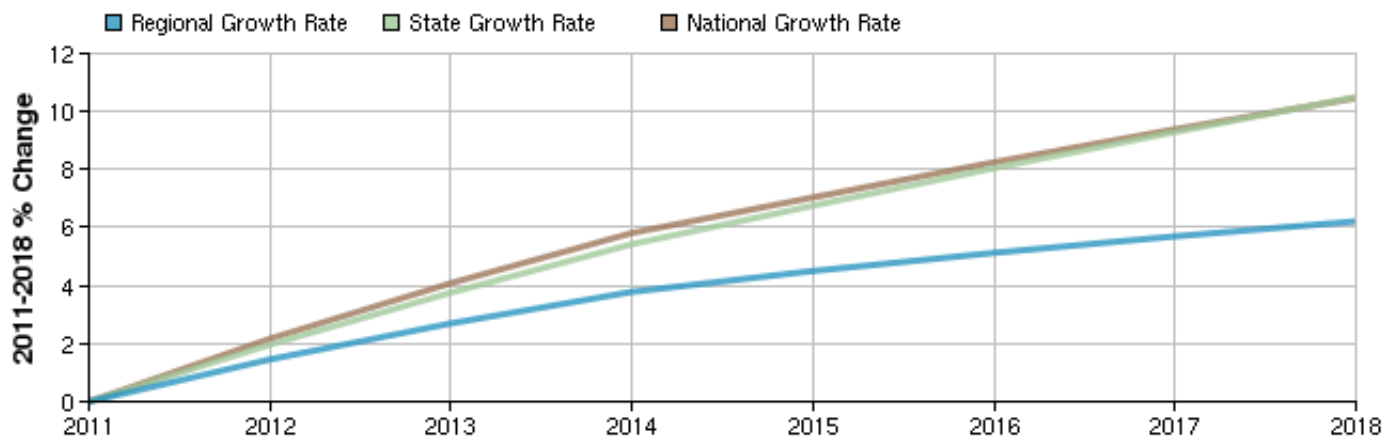
Executive Summary

Basic Information	
2011 Occupational Jobs	1,832
2018 Occupational Jobs	1,945
Total Change	113
Total % Change	6.17%
Openings	340
2010 Avg Hourly Earnings	\$25.15

Economic Indicators	
2011 Location Quotient	0.81
2018 Location Quotient	0.81
Shift Share: Regional Competitiveness Effect	-78
Shift Share: Occupational Mix Effect	42
Shift Share: National Effect	150

Source: EMSI Complete Employment - 4th Quarter 2010

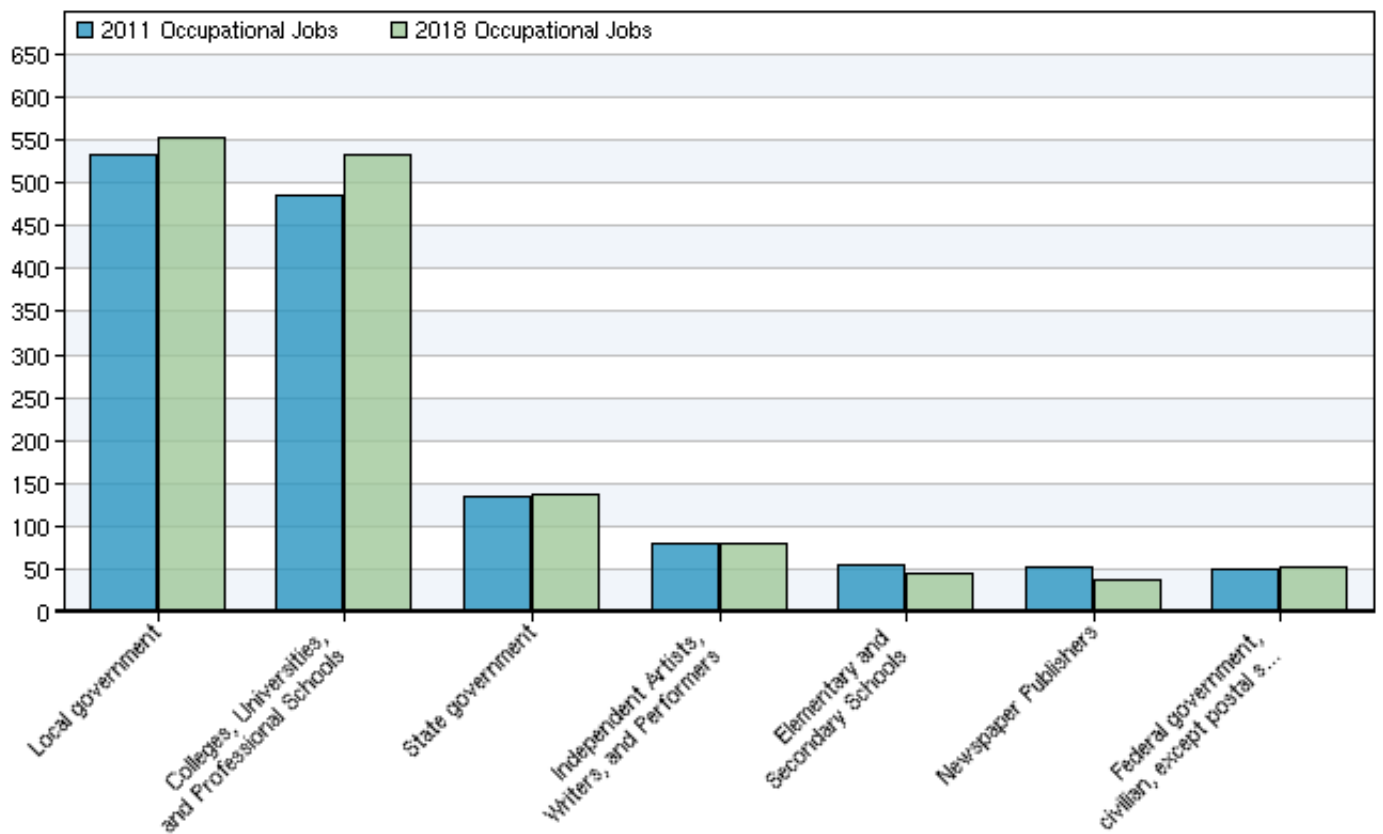
Occupational Change Summary



Region	2011 Jobs	2018 Jobs	Change	% Change	Openings	2010 Avg Hourly Earnings
Regional Total	1,832	1,945	113	6%	340	\$25.15
State Total	146,036	161,371	15,335	11%	32,734	\$35.68
National Total	3,218,167	3,554,815	336,648	10%	729,440	\$30.13

Source: EMSI Complete Employment - 4th Quarter 2010

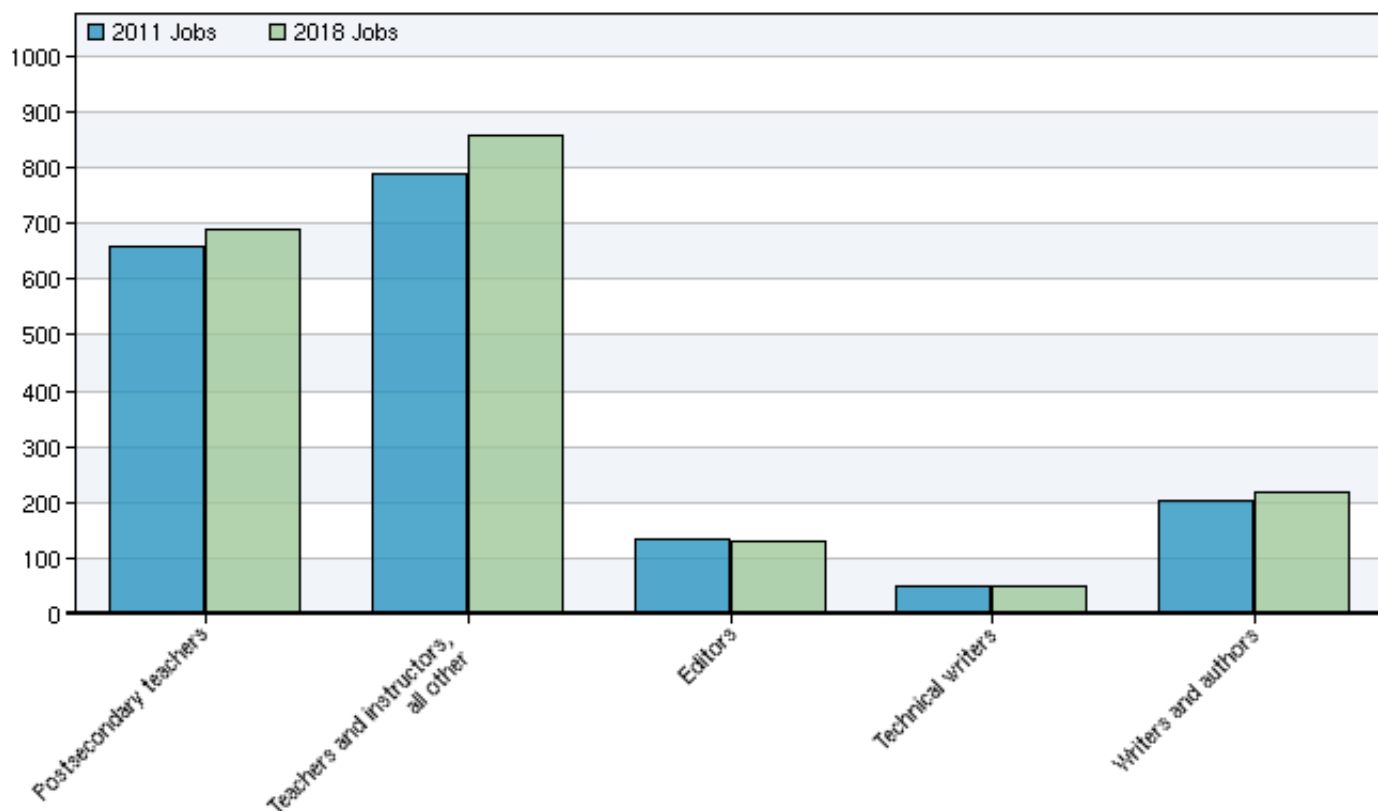
Top Industries for Selected Occupations



NAICS Code	Name	2011 Jobs	2018 Jobs	Change	% Change
930000	Local government	533	552	19	4%
611310	Colleges, Universities, and Professional Schools	485	534	49	10%
920000	State government	134	138	4	3%
711510	Independent Artists, Writers, and Performers	81	81	0	0%
611110	Elementary and Secondary Schools	55	46	-9	-16%
511110	Newspaper Publishers	53	38	-15	-28%
911000	Federal government, civilian, except postal service	50	53	3	6%

Source: EMSI Complete Employment - 4th Quarter 2010

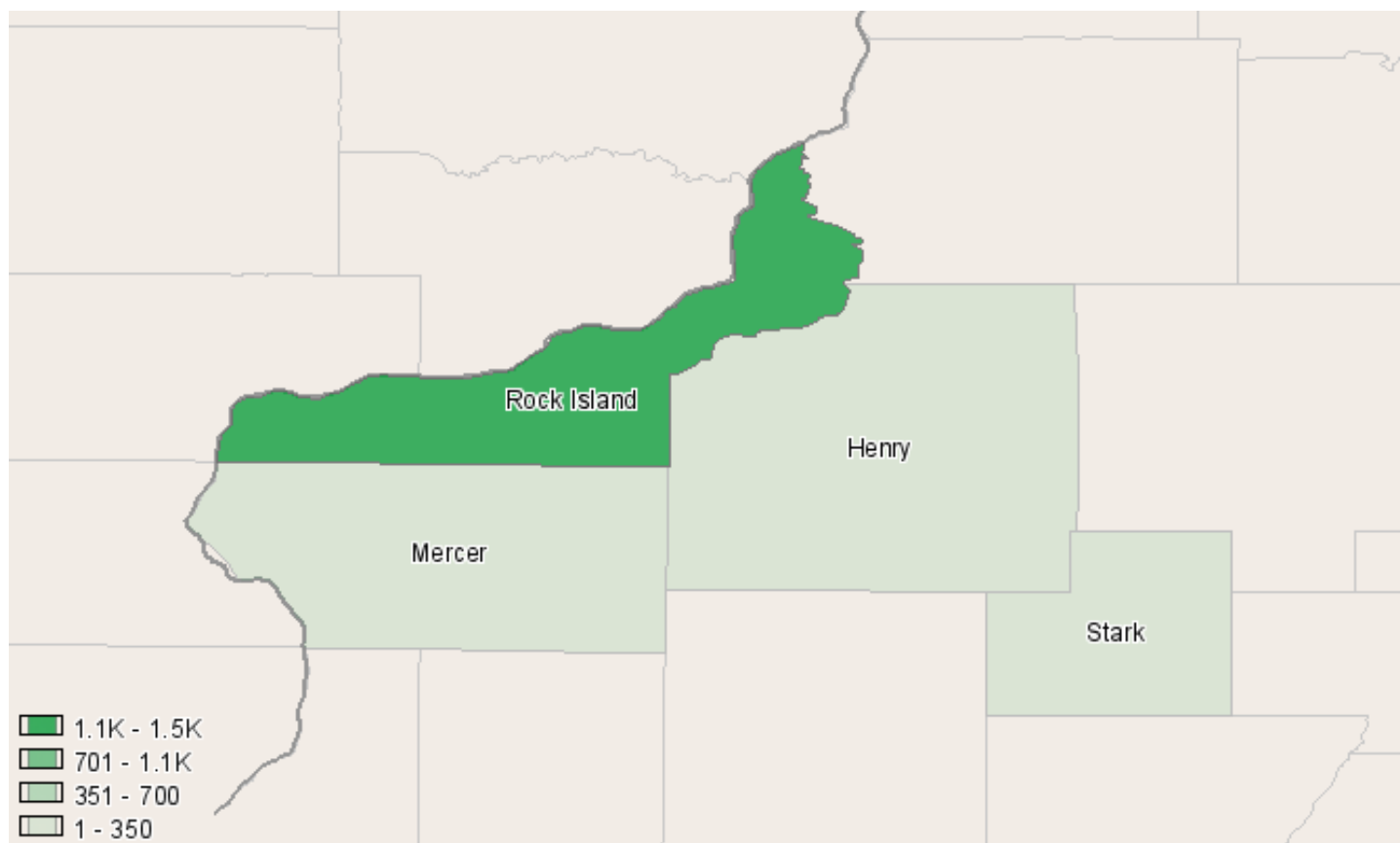
Occupational Breakdown



SOC Code	Description	2011 Jobs	2018 Jobs	Openings	2010 Avg Hourly Earnings
25-1099	Postsecondary teachers	657	690	112	\$31.49
25-3099	Teachers and instructors, all other	789	858	152	\$24.00
27-3041	Editors	134	130	25	\$19.90
27-3042	Technical writers	49	48	6	\$32.01
27-3043	Writers and authors	203	219	46	\$10.75
	Total	1,832	1,945	340	\$25.15

Source: EMSI Complete Employment - 4th Quarter 2010

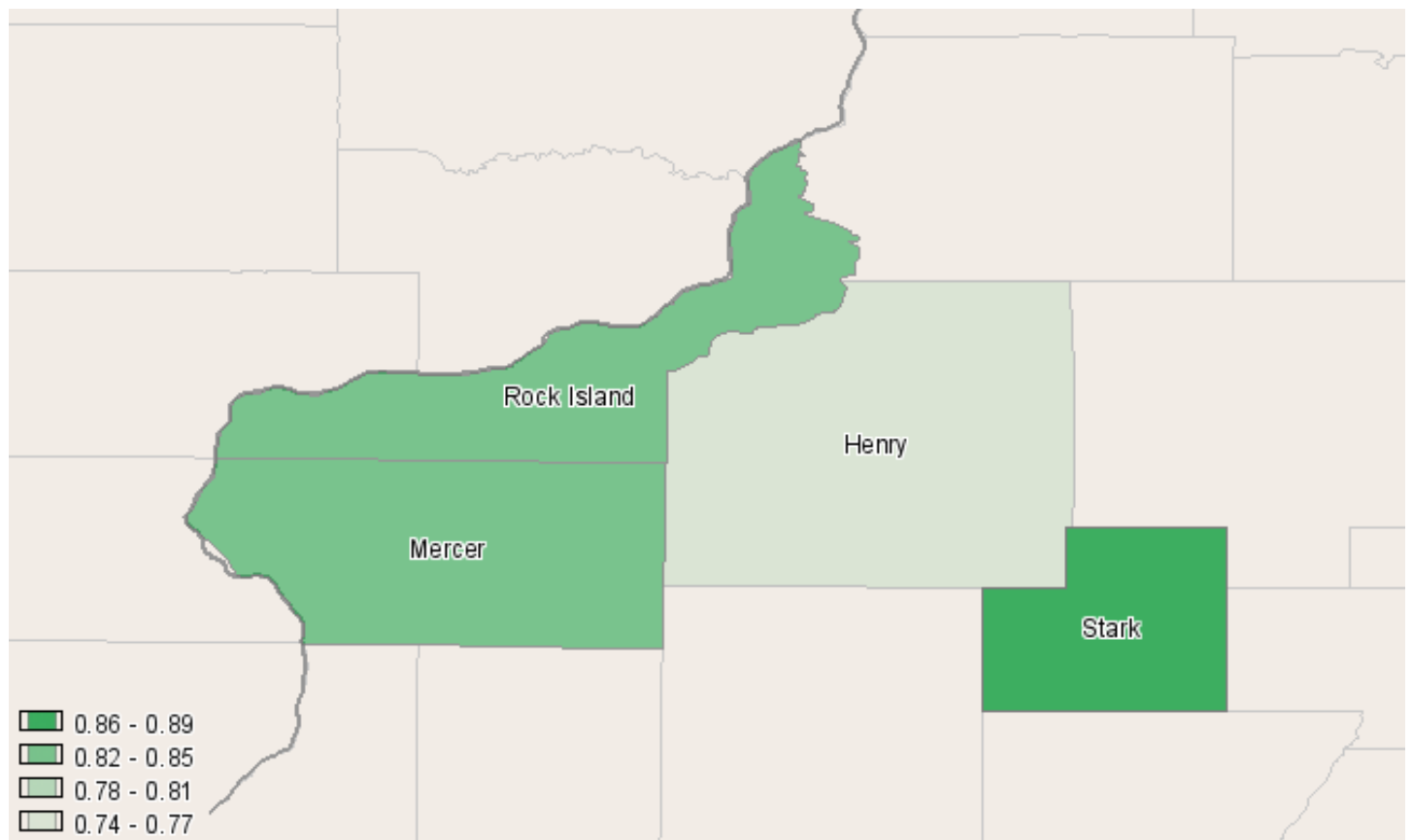
Occupation Distribution



County	2011 Jobs
Rock Island, IL (17161)	1,414
Henry, IL (17073)	299
Mercer, IL (17131)	85
Stark, IL (17175)	34

Source: EMSI Complete Employment - 4th Quarter 2010

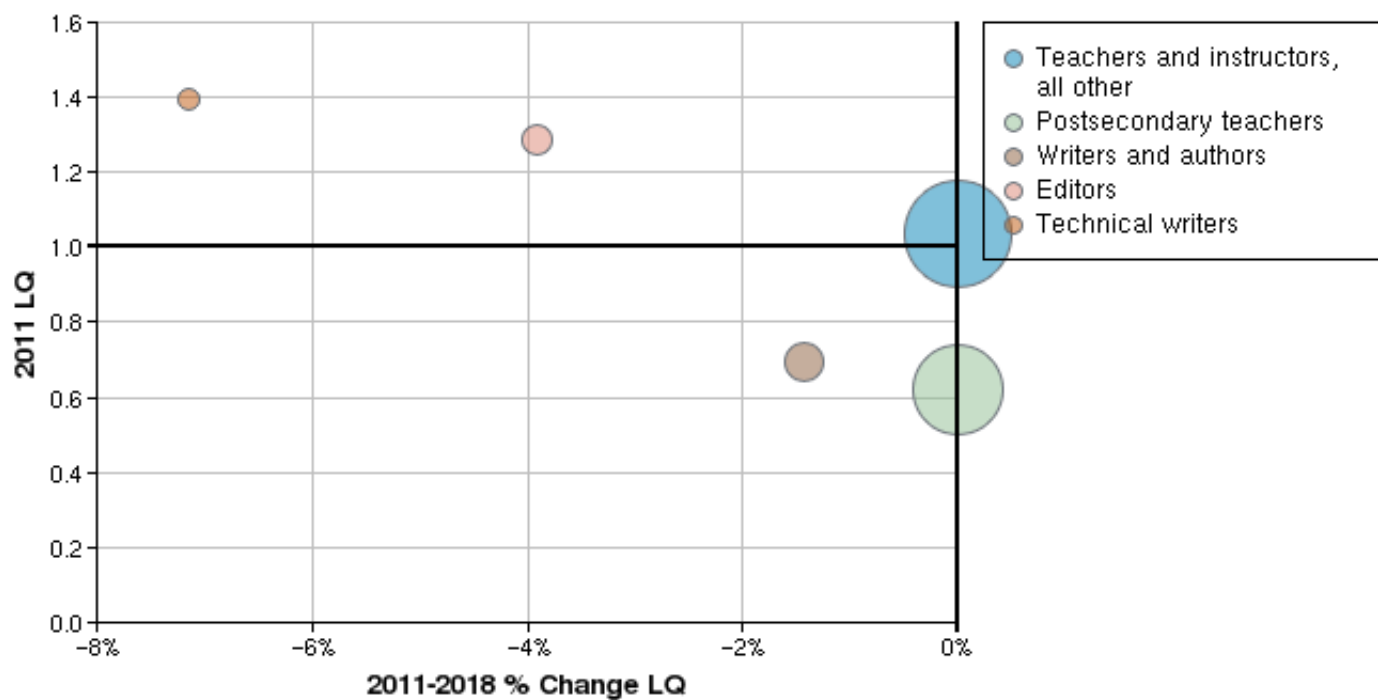
Occupation Concentration



County	2011 Location Quotient
Stark, IL (17175)	0.86
Rock Island, IL (17161)	0.83
Mercer, IL (17131)	0.82
Henry, IL (17073)	0.74

Source: EMSI Complete Employment - 4th Quarter 2010

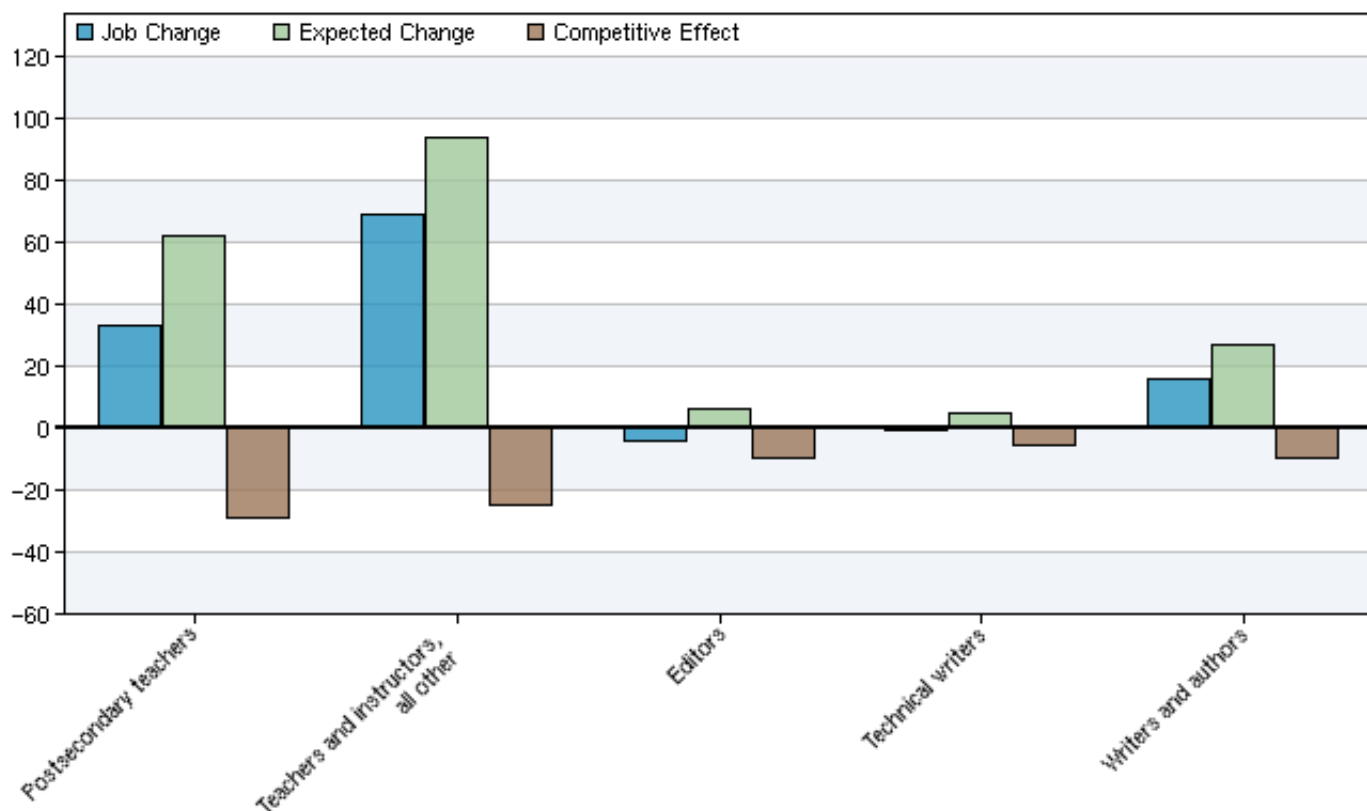
Location Quotient Breakdown



SOC Code	Description	2011 Jobs	2011 LQ	2018 LQ
25-3099	Teachers and instructors, all other	789	1.04	1.04
25-1099	Postsecondary teachers	657	0.62	0.62
27-3043	Writers and authors	203	0.70	0.69
27-3041	Editors	134	1.28	1.23
27-3042	Technical writers	49	1.40	1.30
	Total	1,832	0.81	0.81

Source: EMSI Complete Employment - 4th Quarter 2010

Shift Share Breakdown



SOC Code	Description	Job Change	Occ Mix Effect	Nat Growth Effect	Expected Change	Competitive Effect
25-1099	Postsecondary teachers	33	8	54	62	-29
25-3099	Teachers and instructors, all other	69	29	65	94	-25
27-3041	Editors	-4	-5	11	6	-10
27-3042	Technical writers	-1	1	4	5	-5
27-3043	Writers and authors	16	10	17	27	-10
	Total	113	42	150	192	-78

Source: EMSI Complete Employment - 4th Quarter 2010

Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

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.

Shift Share

Shift share is a standard regional analysis method that attempts to determine how much of regional job growth can be attributed to national trends and how much is due to unique regional factors.

State Data Sources

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

Prefix and Number Used: 1019

CIP Code(s): 230401, 230501, 240198, 300498

Year of Review: FY2012

		<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>
Total Number of Students:		23	22	48	120	85
<u>Category</u>						
Gender	Male	12	8	23	59	47
	Female	11	14	25	61	38
Ethnicity	Caucasian	20	17	34	33	27
	Asian	1	0	1	16	13
	Native American	0	0	0	0	0
	African American	2	3	10	53	37
	Hispanic	0	2	3	16	7
	Other/Unknown	0	0	0	2	1
	Total Minority	3	5	14	87	58
Age	Under 25	20	17	33	43	29
	25 and Over	3	5	15	77	56
	Unknown	0	0	0	0	0
Previous Education	< High School	1	1	3	4	2
	High School or GED	19	18	21	51	41
	Some College	2	3	17	28	21
	Certificate/Associate's	0	0	1	11	5
	>=Bachelor's	1	0	5	15	10
	Unknown	0	0	1	11	6
Student Level	Freshman	10	12	22	77	67
	Sophomore	12	7	12	14	11
	High School	0	0	0	0	0
	Other	1	3	14	29	7
Current Goal	Transfer	14	13	22	35	27
	Improve job skills	1	0	6	41	30
	Career prep	3	5	6	26	16
	Basic skills	0	0	3	3	1
	Personal Interest	0	1	2	1	3
	Other	5	3	9	14	8
Objective	Courses only	1	2	15	16	11
	Earn Certificate	2	2	9	10	7
	Earn Degree	20	18	24	94	67
Status	Full-time	12	13	23	44	16
	Part-time	11	9	25	76	69

Program: English Writing

Prefix and Number Used: 1019

CIP Code(s): 230401, 230501, 240198, 300498

Year of Review: FY2012

		<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>
Disadvantage	Economic Disadvantage	8	4	7	0	33
Status	Academic Disadvantage	1	1	6	6	10
	Both	0	2	5	6	11
	None	14	15	30	108	31
Students Earning Any Degree or Certificate		4	2	0	4	1
	Transfer Degrees	4	2	0	4	1
	Occupational Degrees	0	0	0	0	0

Use this link to provide feedback: [English Writing - Courses Tied to CIP](#)

Prefix	Number	Course Master File.Title	PCS	CIP	PreK2000	Curriculum Prefix	Curriculum Number	Curriculum Master File.Title	Master File.Status	Course Master File.Status	Begin Date	End Date	Fund Level
EN	105S	COMPOSITION I	11	230401	230401	0720	5189	HEALTH, SAFETY &	A	A	5/1/2002		1
EN	106S	COMPOSITION II	11	230401		0720	5189	HEALTH, SAFETY &	A	A	1/15/2011		1
ENG	101	COMPOSITION I	11	230401	230401	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
ENG	102	COMPOSITION II	11	230401	230401	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
ENG	231	FICTION WRITING	11	230501	230501	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
ENG	232	POETRY WRITING	11	230501	230501	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
ENG	245	WRITING	11	240198	300498	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
ENG	106S	COMPOSITION II	11	230401		0720	5189	HEALTH, SAFETY &	A	W	1/14/2011	1/15/2011	1

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

ACADEMIC DISCIPLINES

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2012

CIP Code Category and Number: English

CREDIT HOUR GENERATION

English Literature (230101, 230301, 230397, 230701, 230801, 239997)

PCS-11	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
Credit Hours	741	720	885	669	1,068	1,080	1,011
% Change	--	-2.83%	22.92%	-24.41%	59.64%	1.12%	-6.39%

English Writing (2304101, 230501, 240198, 300498)

PCS-11	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
Credit Hours	7,620	7,629	8,609	8,482	8,805	9,669	9,996
% Change	--	0.12%	12.85%	-1.48%	3.81%	9.81%	3.38%

Source: Illinois Community College Board's Unit Cost Report. Based on credit hours generated by CIP codes listed above.

UNIT COST ANALYSIS (Cost to provide one credit hour instruction to one student)

English Literature (230101, 230301, 230397, 230701, 230801, 239997)

PCS-11	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
Departmental	209.33	211.61	216.67	201.53	231.68	184.92	225.71
Peer Group	191.51	200.30	214.02	203.65	208.92	223.47	N/A
State Average	206.54	211.76	232.94	233.29	245.48	234.74	N/A

English Writing (2304101, 230501, 240198, 300498)

PCS-11	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
Departmental	193.71	195.11	213.04	206.69	239.15	186.53	224.71
Peer Group	181.97	185.95	194.26	192.43	192.50	205.59	N/A
State Average	193.88	202.56	211.42	211.30	222.88	208.05	N/A

Source: Illinois Community College Board's Unit Cost Report.

Based on credit hours and net instructional costs generated by CIP codes listed above.

Engineering Technology 10th Day Course Capacity Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
1	S	ENG 101	200208	1	25	19	76.00%
1	S	ENG 101	200301	2	50	27	54.00%
1	S	ENG 101	200308	1	25	15	60.00%
1	S	ENG 101	200401	2	50	29	58.00%
1	S	ENG 101	200408	1	25	21	84.00%
1	S	ENG 101	200501	2	50	31	62.00%
1	S	ENG 101	200508	1	25	20	80.00%
1	S	ENG 101	200601	2	50	24	48.00%
1	S	ENG 101	200608	1	25	22	88.00%
1	S	ENG 101	200701	1	25	21	84.00%
1	S	ENG 101	200708	1	25	23	92.00%
1	S	ENG 101	200801	1	25	14	56.00%
1	S	ENG 101	200808	1	25	17	68.00%
1	S	ENG 101	200901	1	25	10	40.00%
1	S	ENG 101	200908	1	25	22	88.00%
1	S	ENG 101	201001	1	25	12	48.00%
1	S	ENG 101	201008	1	25	23	92.00%
1	S	ENG 101	201101	1	25	10	40.00%
1	S	ENG 102	200208	1	25	21	84.00%
1	S	ENG 102	200301	1	25	22	88.00%
1	S	ENG 102	200308	1	25	13	52.00%
1	S	ENG 102	200401	2	50	25	50.00%
1	S	ENG 102	200408	2	50	21	42.00%
1	S	ENG 102	200501	1	25	20	80.00%
1	S	ENG 102	200508	2	50	12	24.00%
1	S	ENG 102	200601	2	50	11	22.00%
1	S	ENG 102	200608	1	25	11	44.00%
1	S	ENG 102	200701	1	25	16	64.00%
1	S	ENG 102	200708	1	25	11	44.00%
1	S	ENG 102	200801	1	25	8	32.00%
1	S	ENG 102	200808	1	25	8	32.00%
1	S	ENG 102	200901	1	25	9	36.00%
1	S	ENG 102	200908	1	25	7	28.00%
1	S	ENG 102	201001	1	25	9	36.00%
1	S	ENG 102	201008	1	25	6	24.00%
1	S	ENG 102	201101	1	25	6	24.00%
1	T	EN 105S	200401	1	30	2	6.67%
1	T	EN 105S	200408	1	30	2	6.67%
1	T	EN 105S	200501	1	30	1	3.33%
1	T	EN 105S	200508	1	30	1	3.33%
1	T	ENG 101	200108	35	852	511	59.98%
1	T	ENG 101	200208	35	863	777	90.03%
1	T	ENG 101	200301	21	538	475	88.30%
1	T	ENG 101	200308	32	788	779	98.86%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

Engineering Technology 10th Day Course Capacity Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
1	T	ENG 101	200401	21	530	492	92.83%
1	T	ENG 101	200408	33	790	737	93.29%
1	T	ENG 101	200501	23	586	469	80.03%
1	T	ENG 101	200508	35	832	822	98.80%
1	T	ENG 101	200601	19	475	440	92.63%
1	T	ENG 101	200608	37	894	864	96.64%
1	T	ENG 101	200701	19	475	437	92.00%
1	T	ENG 101	200708	29	713	695	97.48%
1	T	ENG 101	200801	20	500	464	92.80%
1	T	ENG 101	200808	28	688	676	98.26%
1	T	ENG 101	200901	20	500	409	81.80%
1	T	ENG 101	200908	29	728	667	91.62%
1	T	ENG 101	201001	21	525	511	97.33%
1	T	ENG 101	201008	28	687	676	98.40%
1	T	ENG 101	201101	21	525	520	99.05%
1	T	ENG 102	200108	11	275	219	79.64%
1	T	ENG 102	200208	11	275	255	92.73%
1	T	ENG 102	200301	23	563	456	81.00%
1	T	ENG 102	200308	10	250	251	100.40%
1	T	ENG 102	200401	20	493	434	88.03%
1	T	ENG 102	200408	11	280	232	82.86%
1	T	ENG 102	200501	26	596	489	82.05%
1	T	ENG 102	200508	11	275	258	93.82%
1	T	ENG 102	200601	26	622	481	77.33%
1	T	ENG 102	200608	11	275	254	92.36%
1	T	ENG 102	200701	24	572	468	81.82%
1	T	ENG 102	200708	11	275	234	85.09%
1	T	ENG 102	200801	18	435	347	79.77%
1	T	ENG 102	200808	10	250	236	94.40%
1	T	ENG 102	200901	20	482	372	77.18%
1	T	ENG 102	200908	11	275	229	83.27%
1	T	ENG 102	201001	19	461	395	85.68%
1	T	ENG 102	201008	12	300	262	87.33%
1	T	ENG 102	201101	18	440	350	79.55%
1	T	ENG 231	200108	1	16	4	25.00%
1	T	ENG 231	200208	1	16	17	106.25%
1	T	ENG 231	200308	1	16	8	50.00%
1	T	ENG 231	200408	1	16	18	112.50%
1	T	ENG 231	200501	2	2	1	50.00%
1	T	ENG 245	200401	1	1	1	100.00%
1	T	ENG 245	200501	1	1	1	100.00%
1	T	ENG 245	200701	1	1	1	100.00%
1	T	ENG 245	201001	1	1	1	100.00%
1	W	EN 105S	200808	1	30	1	3.33%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

Engineering Technology 10th Day Course Capacity Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
1	W	ENG 101	200208	2	20	18	90.00%
1	W	ENG 101	200301	2	37	32	86.50%
1	W	ENG 101	200308	2	40	30	75.00%
1	W	ENG 101	200401	2	39	37	94.87%
1	W	ENG 101	200408	2	40	37	92.50%
1	W	ENG 101	200501	2	39	35	89.74%
1	W	ENG 101	200508	2	40	33	82.50%
1	W	ENG 101	200601	3	57	28	49.12%
1	W	ENG 101	200608	2	40	38	95.00%
1	W	ENG 101	200701	3	57	52	91.23%
1	W	ENG 101	200708	2	38	39	102.63%
1	W	ENG 101	200801	3	75	54	72.00%
1	W	ENG 101	200808	2	40	37	92.50%
1	W	ENG 101	200901	3	60	48	80.00%
1	W	ENG 101	200908	2	50	46	92.00%
1	W	ENG 101	201001	3	75	52	69.33%
1	W	ENG 101	201008	2	50	46	92.00%
1	W	ENG 101	201101	3	75	58	77.33%
1	W	ENG 102	200208	3	26	24	92.31%
1	W	ENG 102	200301	2	30	23	76.70%
1	W	ENG 102	200308	2	32	32	100.00%
1	W	ENG 102	200401	2	40	36	90.00%
1	W	ENG 102	200408	2	40	36	90.00%
1	W	ENG 102	200501	2	40	36	90.00%
1	W	ENG 102	200508	2	40	32	80.00%
1	W	ENG 102	200601	3	65	44	67.69%
1	W	ENG 102	200608	2	50	47	94.00%
1	W	ENG 102	200701	3	55	42	76.36%
1	W	ENG 102	200708	3	65	51	78.46%
1	W	ENG 102	200801	4	100	55	55.00%
1	W	ENG 102	200808	2	53	49	92.45%
1	W	ENG 102	200901	2	50	52	104.00%
1	W	ENG 102	200908	2	50	39	78.00%
1	W	ENG 102	201001	2	53	51	96.23%
1	W	ENG 102	201008	2	50	42	84.00%
1	W	ENG 102	201101	2	50	51	102.00%
1	W	ENG 231	200508	1	16	9	56.25%
1	W	ENG 231	200608	1	25	15	60.00%
1	W	ENG 231	200708	1	25	24	96.00%
1	W	ENG 231	200808	1	25	14	56.00%
1	W	ENG 231	200908	1	25	13	52.00%
1	W	ENG 231	201008	1	25	16	64.00%
1	W	ENG 232	200301	1	25	14	56.00%
1	W	ENG 232	200401	1	24	15	62.50%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

Engineering Technology 10th Day Course Capacity Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
1	W	ENG 232	200501	1	24	19	79.17%
1	W	ENG 232	200601	1	24	15	62.50%
1	W	ENG 232	200701	1	24	25	104.17%
1	W	ENG 232	200801	1	25	17	68.00%
1	W	ENG 232	200901	1	25	14	56.00%
1	W	ENG 232	201001	1	25	13	52.00%
1	W	ENG 232	201101	1	24	22	91.67%
2	S	ENG 101	200208	1	15	2	13.33%
2	S	ENG 101	200301	1	10	5	50.00%
2	S	ENG 101	200308	1	15	1	6.67%
2	S	ENG 101	200401	1	10	1	10.00%
2	S	ENG 101	200408	1	15	1	6.67%
2	S	ENG 101	200501	1	10	2	20.00%
2	S	ENG 101	200508	1	15	3	20.00%
2	S	ENG 101	200601	1	10	2	20.00%
2	S	ENG 101	200608	1	15	1	6.67%
2	S	ENG 101	200701	1	10	1	10.00%
2	S	ENG 101	200708	1	15	1	6.67%
2	S	ENG 101	200801	1	10	0	0.00%
2	S	ENG 101	200808	1	15	3	20.00%
2	S	ENG 101	200901	1	10	1	10.00%
2	S	ENG 101	200908	1	15	5	33.33%
2	S	ENG 101	201001	1	10	1	10.00%
2	S	ENG 101	201008	1	15	2	13.33%
2	S	ENG 101	201101	1	10	1	10.00%
2	T	ENG 101	200108	4	100	85	85.00%
2	T	ENG 101	200208	4	100	99	99.00%
2	T	ENG 101	200301	3	75	65	86.70%
2	T	ENG 101	200308	4	100	100	100.00%
2	T	ENG 101	200401	3	75	71	94.67%
2	T	ENG 101	200408	7	152	144	94.74%
2	T	ENG 101	200501	4	100	88	88.00%
2	T	ENG 101	200508	6	153	143	93.46%
2	T	ENG 101	200601	6	150	110	73.33%
2	T	ENG 101	200608	8	175	171	97.71%
2	T	ENG 101	200701	6	150	100	66.67%
2	T	ENG 101	200708	13	300	208	69.33%
2	T	ENG 101	200801	4	100	63	63.00%
2	T	ENG 101	200808	10	225	174	77.33%
2	T	ENG 101	200901	7	190	114	60.00%
2	T	ENG 101	200908	11	250	212	84.80%
2	T	ENG 101	201001	8	175	98	56.00%
2	T	ENG 101	201008	15	332	225	67.77%
2	T	ENG 101	201101	8	175	125	71.43%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

Engineering Technology 10th Day Course Capacity Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
2	T	ENG 102	200108	2	50	40	80.00%
2	T	ENG 102	200208	2	50	38	76.00%
2	T	ENG 102	200301	3	75	66	88.00%
2	T	ENG 102	200308	2	50	41	82.00%
2	T	ENG 102	200401	4	87	83	95.40%
2	T	ENG 102	200408	2	50	38	76.00%
2	T	ENG 102	200501	5	115	100	86.96%
2	T	ENG 102	200508	2	50	42	84.00%
2	T	ENG 102	200601	6	150	121	80.67%
2	T	ENG 102	200608	2	50	50	100.00%
2	T	ENG 102	200701	7	150	129	86.00%
2	T	ENG 102	200708	2	50	46	92.00%
2	T	ENG 102	200801	8	178	133	74.72%
2	T	ENG 102	200808	3	75	59	78.67%
2	T	ENG 102	200901	7	158	110	69.62%
2	T	ENG 102	200908	3	75	55	73.33%
2	T	ENG 102	201001	8	183	124	67.76%
2	T	ENG 102	201008	3	86	49	56.98%
2	T	ENG 102	201101	10	205	155	75.61%
2	T	ENG 231	200501	1	15	5	33.33%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

2012 English Writing: Course Capacity Data-10th Day Course Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
1	S	ENG 101	200208	1	25	19	76.00%
1	S	ENG 101	200301	2	50	27	54.00%
1	S	ENG 101	200308	1	25	15	60.00%
1	S	ENG 101	200401	2	50	29	58.00%
1	S	ENG 101	200408	1	25	21	84.00%
1	S	ENG 101	200501	2	50	31	62.00%
1	S	ENG 101	200508	1	25	20	80.00%
1	S	ENG 101	200601	2	50	24	48.00%
1	S	ENG 101	200608	1	25	22	88.00%
1	S	ENG 101	200701	1	25	21	84.00%
1	S	ENG 101	200708	1	25	23	92.00%
1	S	ENG 101	200801	1	25	14	56.00%
1	S	ENG 101	200808	1	25	17	68.00%
1	S	ENG 101	200901	1	25	10	40.00%
1	S	ENG 101	200908	1	25	22	88.00%
1	S	ENG 101	201001	1	25	12	48.00%
1	S	ENG 101	201008	1	25	23	92.00%
1	S	ENG 101	201101	1	25	10	40.00%
1	S	ENG 102	200208	1	25	21	84.00%
1	S	ENG 102	200301	1	25	22	88.00%
1	S	ENG 102	200308	1	25	13	52.00%
1	S	ENG 102	200401	2	50	25	50.00%
1	S	ENG 102	200408	2	50	21	42.00%
1	S	ENG 102	200501	1	25	20	80.00%
1	S	ENG 102	200508	2	50	12	24.00%
1	S	ENG 102	200601	2	50	11	22.00%
1	S	ENG 102	200608	1	25	11	44.00%
1	S	ENG 102	200701	1	25	16	64.00%
1	S	ENG 102	200708	1	25	11	44.00%
1	S	ENG 102	200801	1	25	8	32.00%
1	S	ENG 102	200808	1	25	8	32.00%
1	S	ENG 102	200901	1	25	9	36.00%
1	S	ENG 102	200908	1	25	7	28.00%
1	S	ENG 102	201001	1	25	9	36.00%
1	S	ENG 102	201008	1	25	6	24.00%
1	S	ENG 102	201101	1	25	6	24.00%
1	T	EN 105S	200401	1	30	2	6.67%
1	T	EN 105S	200408	1	30	2	6.67%
1	T	EN 105S	200501	1	30	1	3.33%
1	T	EN 105S	200508	1	30	1	3.33%
1	T	ENG 101	200108	35	852	511	59.98%
1	T	ENG 101	200208	35	863	777	90.03%
1	T	ENG 101	200301	21	538	475	88.30%
1	T	ENG 101	200308	32	788	779	98.86%
1	T	ENG 101	200401	21	530	492	92.83%
1	T	ENG 101	200408	33	790	737	93.29%
1	T	ENG 101	200501	23	586	469	80.03%
1	T	ENG 101	200508	35	832	822	98.80%
1	T	ENG 101	200601	19	475	440	92.63%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

2012 English Writing: Course Capacity Data-10th Day Course Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
1	T	ENG 101	200608	37	894	864	96.64%
1	T	ENG 101	200701	19	475	437	92.00%
1	T	ENG 101	200708	29	713	695	97.48%
1	T	ENG 101	200801	20	500	464	92.80%
1	T	ENG 101	200808	28	688	676	98.26%
1	T	ENG 101	200901	20	500	409	81.80%
1	T	ENG 101	200908	29	728	667	91.62%
1	T	ENG 101	201001	21	525	511	97.33%
1	T	ENG 101	201008	28	687	676	98.40%
1	T	ENG 101	201101	21	525	520	99.05%
1	T	ENG 102	200108	11	275	219	79.64%
1	T	ENG 102	200208	11	275	255	92.73%
1	T	ENG 102	200301	23	563	456	81.00%
1	T	ENG 102	200308	10	250	251	100.40%
1	T	ENG 102	200401	20	493	434	88.03%
1	T	ENG 102	200408	11	280	232	82.86%
1	T	ENG 102	200501	26	596	489	82.05%
1	T	ENG 102	200508	11	275	258	93.82%
1	T	ENG 102	200601	26	622	481	77.33%
1	T	ENG 102	200608	11	275	254	92.36%
1	T	ENG 102	200701	24	572	468	81.82%
1	T	ENG 102	200708	11	275	234	85.09%
1	T	ENG 102	200801	18	435	347	79.77%
1	T	ENG 102	200808	10	250	236	94.40%
1	T	ENG 102	200901	20	482	372	77.18%
1	T	ENG 102	200908	11	275	229	83.27%
1	T	ENG 102	201001	19	461	395	85.68%
1	T	ENG 102	201008	12	300	262	87.33%
1	T	ENG 102	201101	18	440	350	79.55%
1	T	ENG 231	200108	1	16	4	25.00%
1	T	ENG 231	200208	1	16	17	106.25%
1	T	ENG 231	200308	1	16	8	50.00%
1	T	ENG 231	200408	1	16	18	112.50%
1	T	ENG 231	200501	2	2	1	50.00%
1	T	ENG 245	200401	1	1	1	100.00%
1	T	ENG 245	200501	1	1	1	100.00%
1	T	ENG 245	200701	1	1	1	100.00%
1	T	ENG 245	201001	1	1	1	100.00%
1	W	EN 105S	200808	1	30	1	3.33%
1	W	ENG 101	200208	2	20	18	90.00%
1	W	ENG 101	200301	2	37	32	86.50%
1	W	ENG 101	200308	2	40	30	75.00%
1	W	ENG 101	200401	2	39	37	94.87%
1	W	ENG 101	200408	2	40	37	92.50%
1	W	ENG 101	200501	2	39	35	89.74%
1	W	ENG 101	200508	2	40	33	82.50%
1	W	ENG 101	200601	3	57	28	49.12%
1	W	ENG 101	200608	2	40	38	95.00%
1	W	ENG 101	200701	3	57	52	91.23%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

2012 English Writing: Course Capacity Data-10th Day Course Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
1	W	ENG 101	200708	2	38	39	102.63%
1	W	ENG 101	200801	3	75	54	72.00%
1	W	ENG 101	200808	2	40	37	92.50%
1	W	ENG 101	200901	3	60	48	80.00%
1	W	ENG 101	200908	2	50	46	92.00%
1	W	ENG 101	201001	3	75	52	69.33%
1	W	ENG 101	201008	2	50	46	92.00%
1	W	ENG 101	201101	3	75	58	77.33%
1	W	ENG 102	200208	3	26	24	92.31%
1	W	ENG 102	200301	2	30	23	76.70%
1	W	ENG 102	200308	2	32	32	100.00%
1	W	ENG 102	200401	2	40	36	90.00%
1	W	ENG 102	200408	2	40	36	90.00%
1	W	ENG 102	200501	2	40	36	90.00%
1	W	ENG 102	200508	2	40	32	80.00%
1	W	ENG 102	200601	3	65	44	67.69%
1	W	ENG 102	200608	2	50	47	94.00%
1	W	ENG 102	200701	3	55	42	76.36%
1	W	ENG 102	200708	3	65	51	78.46%
1	W	ENG 102	200801	4	100	55	55.00%
1	W	ENG 102	200808	2	53	49	92.45%
1	W	ENG 102	200901	2	50	52	104.00%
1	W	ENG 102	200908	2	50	39	78.00%
1	W	ENG 102	201001	2	53	51	96.23%
1	W	ENG 102	201008	2	50	42	84.00%
1	W	ENG 102	201101	2	50	51	102.00%
1	W	ENG 231	200508	1	16	9	56.25%
1	W	ENG 231	200608	1	25	15	60.00%
1	W	ENG 231	200708	1	25	24	96.00%
1	W	ENG 231	200808	1	25	14	56.00%
1	W	ENG 231	200908	1	25	13	52.00%
1	W	ENG 231	201008	1	25	16	64.00%
1	W	ENG 232	200301	1	25	14	56.00%
1	W	ENG 232	200401	1	24	15	62.50%
1	W	ENG 232	200501	1	24	19	79.17%
1	W	ENG 232	200601	1	24	15	62.50%
1	W	ENG 232	200701	1	24	25	104.17%
1	W	ENG 232	200801	1	25	17	68.00%
1	W	ENG 232	200901	1	25	14	56.00%
1	W	ENG 232	201001	1	25	13	52.00%
1	W	ENG 232	201101	1	24	22	91.67%
2	S	ENG 101	200208	1	15	2	13.33%
2	S	ENG 101	200301	1	10	5	50.00%
2	S	ENG 101	200308	1	15	1	6.67%
2	S	ENG 101	200401	1	10	1	10.00%
2	S	ENG 101	200408	1	15	1	6.67%
2	S	ENG 101	200501	1	10	2	20.00%
2	S	ENG 101	200508	1	15	3	20.00%
2	S	ENG 101	200601	1	10	2	20.00%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

2012 English Writing: Course Capacity Data-10th Day Course Data

Campus	Type	Course	Term	Sections	MaxSeats	ActualSeats	%Filled
2	S	ENG 101	200608	1	15	1	6.67%
2	S	ENG 101	200701	1	10	1	10.00%
2	S	ENG 101	200708	1	15	1	6.67%
2	S	ENG 101	200801	1	10	0	0.00%
2	S	ENG 101	200808	1	15	3	20.00%
2	S	ENG 101	200901	1	10	1	10.00%
2	S	ENG 101	200908	1	15	5	33.33%
2	S	ENG 101	201001	1	10	1	10.00%
2	S	ENG 101	201008	1	15	2	13.33%
2	S	ENG 101	201101	1	10	1	10.00%
2	T	ENG 101	200108	4	100	85	85.00%
2	T	ENG 101	200208	4	100	99	99.00%
2	T	ENG 101	200301	3	75	65	86.70%
2	T	ENG 101	200308	4	100	100	100.00%
2	T	ENG 101	200401	3	75	71	94.67%
2	T	ENG 101	200408	7	152	144	94.74%
2	T	ENG 101	200501	4	100	88	88.00%
2	T	ENG 101	200508	6	153	143	93.46%
2	T	ENG 101	200601	6	150	110	73.33%
2	T	ENG 101	200608	8	175	171	97.71%
2	T	ENG 101	200701	6	150	100	66.67%
2	T	ENG 101	200708	13	300	208	69.33%
2	T	ENG 101	200801	4	100	63	63.00%
2	T	ENG 101	200808	10	225	174	77.33%
2	T	ENG 101	200901	7	190	114	60.00%
2	T	ENG 101	200908	11	250	212	84.80%
2	T	ENG 101	201001	8	175	98	56.00%
2	T	ENG 101	201008	15	332	225	67.77%
2	T	ENG 101	201101	8	175	125	71.43%
2	T	ENG 102	200108	2	50	40	80.00%
2	T	ENG 102	200208	2	50	38	76.00%
2	T	ENG 102	200301	3	75	66	88.00%
2	T	ENG 102	200308	2	50	41	82.00%
2	T	ENG 102	200401	4	87	83	95.40%
2	T	ENG 102	200408	2	50	38	76.00%
2	T	ENG 102	200501	5	115	100	86.96%
2	T	ENG 102	200508	2	50	42	84.00%
2	T	ENG 102	200601	6	150	121	80.67%
2	T	ENG 102	200608	2	50	50	100.00%
2	T	ENG 102	200701	7	150	129	86.00%
2	T	ENG 102	200708	2	50	46	92.00%
2	T	ENG 102	200801	8	178	133	74.72%
2	T	ENG 102	200808	3	75	59	78.67%
2	T	ENG 102	200901	7	158	110	69.62%
2	T	ENG 102	200908	3	75	55	73.33%
2	T	ENG 102	201001	8	183	124	67.76%
2	T	ENG 102	201008	3	86	49	56.98%
2	T	ENG 102	201101	10	205	155	75.61%
2	T	ENG 231	200501	1	15	5	33.33%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections



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You are here: [Home](#) > [English Writing Transfer AA](#)

English Writing Transfer AA

Associate in Arts Code 1019

Program Contacts:

QC Campus

William Desmond, 309-796-5437, desmondw@bhc.edu

East Campus

Vashti Berry, 309-854-1711, berryv@bhc.edu

Students planning to major in English at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined below will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for an English major, students should consult with the Counseling Office at Black Hawk College for additional information.

Students taking the recommended courses will write compositions, critical essays, technical reports, newspaper articles and poetry or fiction. Since employment opportunities as writers may come from many sources, the students with varied writing experiences will have the greatest opportunities. The writing internship is specifically designed to provide students with on-the-job experience and exposure to employers. Since writing skills are essential to continued advancement and higher paying positions in many career areas, the writing emphasis complements many career choices.

English Writing students prepare for such careers as teaching, journalism, advertising, public relations, radio, TV, technical writing, business, and communication.

[Required courses for this program include: »](#)

Course of Study Outline

First Semester Suggested Courses (Credit Hours)

ANNOUNCEMENTS

[Check out BHC professional continuing education classes](#)

[Got kids who need something to do this summer?](#)

[BHC Aquatic Center offers classes & more](#)

EVENTS

June 2011

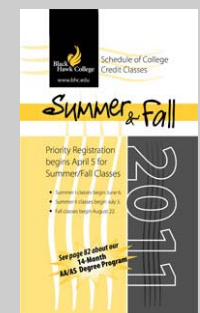
August 2011

Sun Mon Tue Wed Thu Fri Sat

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SPOTLIGHT

View the
Summer &
Fall 2011
Schedule



ENG 101– Composition I (3)

JOUR 222 — Beginning Reporting **or** (3)

JOUR 230 — Newspaper Production

Fine Arts (3)

Non-Western Studies (3)

SPEC 101 — Principles of Speech Communications (3)

Second Semester Suggested Courses (Credit Hours)

ENG 102 — Composition II (3)

CS 100 — Introduction to Computers (3)

ENG 214 — American Literature II (3)

PSYC 101 — Introduction to Psychology (3)

Physical Science (3-4)

Third Semester Suggested Courses (Credit Hours)

ENG 231 — Fiction Writing (3)

Life Science (4)

Mathematics (3)

Social and Behavioral Science (3)

Foreign Language (4)

Fourth Semester Suggested Courses (Credit Hours)

ENG 132 — Technical Writing I **or** (3)

ENG 245 — Writing Internship

ENG 232 — Poetry Writing (3)

Social and Behavioral Science (3)

Foreign Language (4)

Minimum total hours required for degree (64)

VIDEO SPOTLIGHT

English Writing Grade Distribution Data

<u>SUBJ</u>	<u>CRSE</u>	<u>Term</u>	<u># of Secs.</u>	<u># of As</u>	<u># of Bs</u>	<u># of Cs</u>	<u># of Ds</u>	<u># of Fs</u>	<u># of Ps</u>	<u># of Ws</u>	<u># of Xs</u>	<u>ABCDFPW&X</u>	<u>ABCDF&P</u>	<u>Reten. Rate</u>	<u>ABC&P</u>	<u>Completer Success</u>	<u>Enrollee Success</u>
EN	105S	200701	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%
EN	105S	200708	1	0	1	1	0	0	0	0	0	2	2	100.00%	2	100.00%	100.00%
EN	105S	200808	2	0	0	1	0	1	0	1	0	3	2	66.67%	1	50.00%	33.33%
EN	105S	201008	1	0	0	0	0	1	0	0	0	1	1	100.00%	0	0.00%	0.00%
EN	105S	201101	1	0	0	0	0	0	0	1	0	1	0	0.00%	0	#DIV/0!	0.00%
ENG	101	200608	48	197	286	182	47	64	0	291	0	1067	776	72.73%	665	85.70%	62.32%
ENG	101	200701	31	128	104	93	21	78	0	188	0	612	424	69.28%	325	76.65%	53.10%
ENG	101	200708	51	206	234	193	45	78	0	282	0	1038	756	72.83%	633	83.73%	60.98%
ENG	101	200801	28	64	116	96	17	83	0	232	0	608	376	61.84%	276	73.40%	45.39%
ENG	101	200808	49	197	246	241	52	128	0	253	0	1117	864	77.35%	684	79.17%	61.24%
ENG	101	200901	34	76	106	101	28	113	0	177	0	601	424	70.55%	283	66.75%	47.09%
ENG	101	200908	50	250	325	222	49	0	177	0	183	1206	1023	84.83%	974	95.21%	80.76%
ENG	101	201001	34	88	127	126	20	130	0	194	0	685	491	71.68%	341	69.45%	49.78%
ENG	101	201008	56	225	298	212	56	153	0	276	0	1220	944	77.38%	735	77.86%	60.25%
ENG	101	201101	35	121	149	91	32	141	0	207	0	741	534	72.06%	361	67.60%	48.72%
ENG	102	200608	16	66	98	51	12	9	0	108	0	344	236	68.60%	215	91.10%	62.50%
ENG	102	200701	34	153	178	98	15	21	0	164	0	629	465	73.93%	429	92.26%	68.20%
ENG	102	200708	17	46	100	72	11	18	0	98	0	345	247	71.59%	218	88.26%	63.19%
ENG	102	200801	33	105	151	87	21	25	0	178	0	567	389	68.61%	343	88.17%	60.49%
ENG	102	200808	16	32	94	63	15	35	0	116	0	355	239	67.32%	189	79.08%	53.24%
ENG	102	200901	34	135	165	121	23	64	0	110	0	618	508	82.20%	421	82.87%	68.12%
ENG	102	200908	18	41	58	71	11	0	48	0	100	329	229	69.60%	218	95.20%	66.26%
ENG	102	201001	34	166	208	147	25	58	0	116	0	720	604	83.89%	521	86.26%	72.36%
ENG	102	201008	18	35	96	74	7	44	0	102	0	358	256	71.51%	205	80.08%	57.26%
ENG	102	201101	39	178	246	132	31	55	0	94	0	736	642	87.23%	556	86.60%	75.54%
ENG	231	200608	1	4	0	4	0	0	0	7	0	15	8	53.33%	8	100.00%	53.33%
ENG	231	200708	1	8	5	2	0	0	0	9	0	24	15	62.50%	15	100.00%	62.50%
ENG	231	200801	1	0	1	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%
ENG	231	200808	1	1	4	3	0	4	0	3	0	15	12	80.00%	8	66.67%	53.33%
ENG	231	200908	1	6	0	0	0	0	1	0	3	10	7	70.00%	7	100.00%	70.00%
ENG	231	201008	1	6	1	2	1	2	0	2	0	14	12	85.71%	9	75.00%	64.29%
ENG	232	200701	1	10	6	1	0	0	0	5	0	22	17	77.27%	17	100.00%	77.27%
ENG	232	200801	1	8	2	0	0	0	0	7	0	17	10	58.82%	10	100.00%	58.82%
ENG	232	200901	1	11	0	0	0	2	0	2	0	15	13	86.67%	11	84.62%	73.33%
ENG	232	201001	1	6	1	0	0	1	0	7	0	15	8	53.33%	7	87.50%	46.67%
ENG	232	201101	1	9	3	2	0	5	0	5	0	24	19	79.17%	14	73.68%	58.33%
ENG	245	200701	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%
ENG	245	201001	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%
ENG	245	201101	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%

Black Hawk College – Academic Planning Checklist

English Writing
Associate in Arts Degree 1019

Name: _____

Date: _____

General Education Courses		
Communications		
<input type="checkbox"/> ENG 101 – Composition I		
<input type="checkbox"/> ENG 102 – Composition II		
<input type="checkbox"/> SPEC 101 – Principles of Speech Communication		
Electives		
<input type="checkbox"/> Elective (6 hours)		
<input type="checkbox"/> Fine Arts (3 hours)		
<input type="checkbox"/> Life Science (4 hours)		
<input type="checkbox"/> Mathematics (3 hours)		
<input type="checkbox"/> Physical Science (3–4 hours)		
<input type="checkbox"/> Non-Western Studies (3 hours)		
<input type="checkbox"/> Social and Behavioral Science (6 hours)		
Humanities and Fine Arts		
<input type="checkbox"/> ENG 214 – American Literature II		
<input type="checkbox"/> THEA 111 – Introduction to Theatre		
Mathematics and Computer Science		
<input type="checkbox"/> CS 100 – Introduction to Computers		
Social & Behavioral Sciences		
<input type="checkbox"/> PSYC 101 – Introduction to Psychology		
Program Requirements		
Courses		Semester taken Grade
<input type="checkbox"/> ENG 132 Technical Reporting	3	_____
<input type="checkbox"/> ENG 231 – Fiction Writing	3	_____
<input type="checkbox"/> ENG 232 – Poetry Writing	3	_____
<input type="checkbox"/> ENG 243 – Writing for the Media	3	_____
<input type="checkbox"/> JOUR 222 – Beginning Reporting OR	3	_____
JOUR 230 – Newspaper Production		_____