



Accountability/
Program Review

FY2012

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ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
<i>Apprenticeship Electrical Construction</i>	460302	03 AAS (60 Hrs.)	6174	Continue with Minor Improvements
Apprenticeship Electrical Construction	460302	20- CERT >30 Hrs. (45 Hrs.)	6574	Continue with Minor Improvements
Apprentice Electrician * not in catalog	460302	20- CERT >30 Hrs. (36 Hrs.)	6074	Discontinue

Action: Based on the program review, will the College:

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

Improvements or Rationale for Action

In recent years Black Hawk College has experienced a trend of sluggish growth for this program; however, there are signs on the horizon of an escalation. During the height of the recent recession, the local union cut back on apprentices accepted. In the last two years, however; this trend has reversed with 20 accepted. The outlook is that this growth pattern will continue. The union has promoted this career area in the local media, and the college will continue to work with the local union to ensure the current industry-relevant curriculum will continue to be relevant. In addition, we intend to develop further processes that support accurate recordkeeping.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code
<i>Computer Information Processing</i>	110301	20 CERT>30Hrs. (33 Hrs.)	5548

Action: Based on the program review, will the College:

Discontinued/Eliminated: This program has, or will be discontinued.

Improvements or Rationale for Action

This is a former certificate that was the first year of the Computer Information Processing AAS. Its focus was Mainframe development. Though there are some needs in the Quad Cities, this certificate has not been offered since the completion of the last program review, and the computer specialist faculty, with approval by the Dean will discontinue this certificate.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code
<i>Computer Information Programmer</i>	110201	03 AAS (68 Hrs.)	5244

Action: Based on the program review, will the College:

Discontinued/Eliminated: This program has or will be discontinued.

Improvements or Rationale for Action

This program is to be discontinued as the content has merged with the Computer Specialist AAS – Programming Track.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code
<i>Desktop Support Technician</i>	470104	20 CERT >30 Hrs. (31 Hrs.)	5725

Action: Based on the program review, will the College:

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

Improvements or Rationale for Action

IT jobs are on the upswing after several years of a stagnant job market, and despite recent changes in our program that led to some confusion in data reporting, we foresee a trend of increasing enrollments. Our conclusion is the need for desktop support personnel will remain, and our Advisory Committee reinforces that assumption. Further, Advisory Committee members have reviewed and approved the content of our program, and our move to align courses with industry certifications.

The courses are a combination of lecture and lab, which fulfills the absolute need for students to learn hands-on. This means the program does not lend itself to online delivery. Employers expect students to have hands-on experience to go along with classroom training, so we conclude that face-to-face delivery is still the best model for that outcome. Students can complete the certificate in one year; however, students starting in the spring may need to extend because not all courses can be offered every semester. This structure may change if enrollments continue to increase.

Key strengths of the program include; improved facilities, faculty who hold the certifications they teach, responsiveness to employer feedback, and student success outcomes in attaining industry-certification and employment placement.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major
Electro-Mechanical Certificate	150403	30 CERT <30 Hrs. (18 Hrs.)	5781

Action: Based on the program review, will the College:

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

Improvements or Rationale for Action

Currently, the integrated nature of the Electro-Mechanical (E-M) program provides students with an interdisciplinary academic preparation to allow E-M graduates to assume introductory career positions in a variety of scientific, manufacturing, field service, and product testing occupations. The broad base of electronics courses that compose the E-M certificate incorporate fundamental concepts of analog and digital circuits, sensors, calibration, computer-based data acquisition, applied physical principles and automated measurements, transducers, and servo systems. These concepts fulfill the introductory requirements for program graduates to locate employment in a variety of career fields, from chemical plants to institutional maintenance or to the recently proliferating wind technology industry.

Students are afforded semester-length laboratory projects as an alternative to the traditional, segmented two-hour lab experiments, to simulate the work environment and to better prepare the student for that environment. Semester-length, hands-on lab projects and the associated daily laboratory briefings build cohesion between students, provide greater exposure to fundamental concepts, better develop hands-on skills, allow for deeper and more challenging design problems, and build team skills. In lieu of periodic formal lab report submissions, students are required to maintain a daily journal of lab activities in a manner consistent with industrial logging procedures.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	Action
Health Information Management	510707	03- AAS (65 Hrs.)	5192	Continue with minor improvements
Medical Billing Specialist	510714	20- CERT >30 Hrs. (39 Hrs.)	5586	Continue with minor improvements
Medical Coding Specialist	510713	20- CERT >30 Hrs. (33 Hrs.)	5585	Continue with minor improvements
Medical Transcription	510708	20- CERT >30 Hrs. (45 Hrs.)	5685	Continue with minor improvements

Improvements or Rationale for Action

According to the Bureau of Labor Statistics (2011), employment of health information managers (HIM) is expected to grow 16 % from 2008 to 2018, faster than the average for all occupations. The health care industry will continue to expand and diversify in response to changes in federal healthcare policy, requiring managers to ensure smooth business operations.

The program continues to have strong enrollments in most areas, good retention rates, and good national certification pass rates. Advisory Board and employer feedback is positive, and several employers have hired graduates repeatedly. The department is considering the development of a Health Information Technology degree in response to Advisory Board and local area employer feedback.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
Law Enforcement Technology	430107	03 AAS (60 Hrs.)	5049	Continue with minor improvements
Law Enforcement Certificate	430107	20- CERT 30 Hrs.	5549	Continue with minor improvements
Law Enforcement Transfer	430107	20- CERT 30 Hrs.	1501	Continue with minor improvements
Private Security	430109	20- CERT >30 Hrs. (45 Hrs.)	5543	Inactive Status

Improvements or Rationale for Action

According to an analysis done by the college, demand remains strong for prepared, entry-level candidates for a career in law enforcement. By 2018, there is expected to be 864 jobs, or an increase of 5.61%. Although that growth is seen as less than the national average, it still translates to a job market not stagnant, with continual growth.

After reviewing the standards listed on the State of Illinois Police hiring website, faculty believe the program is currently preparing students to meet the minimum standards needed for a candidate to qualify for hire by a police agency. Faculty held a meeting with representatives from the nearest four year federal school, Western Illinois University, and aligned courses needed to transfer to WIU's Criminal Justice degree program. A new agreement was entered into enabling Black Hawk College students to easily transfer accepted credits to WIU.

It is the program's intent to allow the Private Security Certificate to go dormant because of lack of interest and enrollment until which time the newly formed Advisory Board has had the opportunity to review and advise.

Both the Law Enforcement Transfer and the Law Enforcement Tech programs are currently being reviewed by the lead instructor, department chair, and an outside consultant. Reviewed material will focus on the appropriateness of the curriculum meeting not only transfer requirements, but also general educational standards of the college.

As of this writing, it appears that both the Law Enforcement Tech and the transfer programs are meeting those standards. The Department is doing the following in the near future to ensure Black Hawk College will continue to meet the student's needs:

- Meeting with representatives of Western Illinois University's Criminal Justice program to ensure that our two-by-two agreement is currently meeting the needs of the students who plan on transferring to Western.
- The law enforcement advisory committee will be meeting in the near future and recommendations will be made after that meeting to ensure that Black Hawk College is meeting the needs of future employers of our graduates.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

- Private Security will be placed on Inactive status as the needs of students are currently being met by the Law Enforcement Tech/Transfer programs.

Articulation: All “active” courses were reviewed and confirmed through u.slect to have current articulation agreements on file.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
Legal Office Professional	220301	03 AAS (64 Hrs.)	5549	Continue with Minor Improvements
Legal Office Support Certificate	220301	20- CERT >30 hrs (32 Hrs.)	9150	Continue with Minor Improvements
Legal Assistant (not in Catalog)	220302	03 AAS (66 Hrs.)	5082	Discontinue

Improvements or Rationale for Action

According to labor market data it appears that our region's demand is currently on trend with the national average but will exceed the national average by 2018. Labor market data suggests that growth level will be small but positive. Data states that 13 positions in the region will open by 2018, which is approximately 7%. The Legal Office Professional degree provides the highest starting pay for any of the office jobs--temp agencies estimate \$14 per hour.

The college requires all Legal Office Professional graduates to complete an employment portfolio in the BE 261 seminar course, in addition to completing 16 weeks of internship that includes on-the-job experience. Student strengths and weaknesses are noted on job performance reviews from his or her internship site. Any weaknesses are discussed with students and recommendations are made for improvements. The program appears to be strong and competitive based upon discussions with advisory board members and internship site employers.

At the request of our advisory board and internship employers, improvements in the program include replacing a Medical Terminology course with a Legal Terminology course. Additionally, we have time sequenced courses to adapt to the student schedules so he or she can have a full load without time conflicts. This schedule also adapts to their personal preferences such as Tuesday/Thursday schedules, Monday/Wednesday/Friday schedules, or all evening schedules. A convenient and student friendly schedule encourages retention and completion. We have sequenced courses identically across degree and certificate programs (e.g., the first semester of the Legal Office Professional Certificate courses are identical to the first semester listings in the Legal Office Professional degree. In addition, these common courses are offered at the same time for Administrative Assisting and BIT students). This enables students to see that they can continue to earn other certificates and degrees smoothly. We have rearranged course sequences being cognizant of a mix of academic rigor and previously attained knowledge in other classes. This enhances their success in later courses and allows them a variety of course topics in each semester.

The Legal Assistant Program has been a dormant program, not published in the college catalog and will be discontinued as a result of this review. Courses have been removed or reassigned to more relevant curriculum.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code
<i>Massage Therapy</i>	513501	20 CERT>30 Hrs. (40 Hrs.)	5589

Action: Based on the program review, will the College:

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

Improvements or Rationale for Action

Employment opportunities are growing for massage therapists. According to the U.S. Department of Labor, employment for massage therapists is expected to increase 19 % from 2008 to 2018, faster than the average for all occupations. (See Department of Labor Massage Therapy Information document).

The strengths of the program, as identified by the 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. Identified weaknesses include lack of promotion, lack of clinical space, and an intensive schedule. Opportunities for improvement were identified by the advisory board and partnering with Black Hawk College sports teams and local massage-friendly businesses for promotion is in the works. 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 averaging between six to twelve students. Students who begin the second semester usually stay for the third semester, which is the end of the course of study.

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.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
<i>Medical Office Receptionist</i>	5107	03 AAS (60 Hrs.)	5588	Continue with Minor Improvements

Improvements or Rationale for Action

Labor market information predicts that there will be more jobs available in the next seven years than in the past seven years. While this number is below national and state trends, data shows job growth of 34 new positions through 2018, but 225 open positions. In addition, the jobs pay approximately \$13 per hour. Although many offices are becoming automated, many duties of the medical receptionists cannot be automated. Skilled medical receptionists will continue to play key roles in all types of medical offices.

Black Hawk College has time sequenced courses to adapt to the student’s schedule so he or she can have a full load without time conflicts. This schedule also adapts to his or her personal preferences such as Tuesday/Thursday schedules, or Monday/Wednesday/Friday schedules. Convenient and student friendly schedules encourage retention and completion. We have sequenced courses with other courses in the business education area, which enables students to see that they can continue to earn other certificates and degrees smoothly.

Forty-two percent of our Medical Office Receptionist curriculum is online. Students desiring more online courses may use the ICE system wherein they take the online course offered through another Illinois institution. Online education appeals to our non-traditional students and those having work, health, family, and transportation issues.

The Medical Office Receptionist certificate correlates with the Administrative Assisting certificate and degree. Many students are opting to obtain more than one degree and several certificates, providing them more marketability in the workplace.

Compression of the number of sections caused a major review and revamp of time slots for courses. This culminated in a master schedule for the program. Some courses are offered only one semester/year with a day offering or online option. These timings have been coordinated and fine tuned within other disciplines in the college whose programs are interdependent (such as HIM).

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable)

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
Network Administrator	110901	20 CERT >30 Hrs. (30 Hrs.)	5659	Continue with minor improvements
Network Technician	110901	20 CERT >30 Hrs. (31 Hrs.)	5578	Continue with minor improvements

Improvements or Rationale for Action

Network Administrator Certificate and Network Technician are one-year certificates that many students complete while pursuing the Computer Specialist AAS, networking track. There is demand for this field, with recent enrollment trends showing a regional 11% increase; however, students are more qualified for openings if they receive the AAS degree, and they are encouraged to do so.

The CISCO curriculum ,designed by CISCO, and our instructors are CISCO certified. For the NETW+ course, our instructor is certified with NETWORK+. Other courses in the program align with former MCSE courses--Windows Workstation and Windows Server. Several of the already-developed courses, such as Exchange Server, have never had sufficient enrollment and have been canceled. The Exchange Server course was created at the recommendation of our advisory board, and we have attempted to offer it twice, but both times we have lacked adequate enrollment. For this reason, the contents of Exchange Server will be rolled into the NETW 250 - Web Server Administration course, which is offered in multiple tracks.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable)

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
<i>Network Security Specialist</i>	111003	20 CERT> 30 Hrs. (30 Hrs.)	5647	Discontinue

Action: Based on the program review, will the College:

X Discontinued/Eliminated: This program has or will be discontinued.

Improvements or Rationale for Action

While the advisory board agrees that there is a need for Network Security Specialist, it was agreed at our last advisory board meeting that this certificate should be phased out. Becoming a Security Analysts requires several years of on-the-job networking experience and the department found that the students wishing to enroll in the certificate do not have the background or work experience necessary. The department postponed the decision to delete this certificate for a few years to see if student/employer demand increased. It is the decision of the department to discontinue this certificate program.

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches and a financial analysis.

Statewide Program Issues (if applicable)

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
<i>PC Application Programmer Cert</i>	110201	20 CERT> 30 Hrs. (33 Hrs.)	5847	Continue with minor improvements

Action: Based on the program review, will the College:

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

Improvements or Rationale for Action

This program is designed to provide both breadth in information technology, and depth in a concentration of the field. The depth includes nine courses specific to a concentration of one of the following: Desktop Support, Programming, Web, Networking Administration, and Network Security. The decision has been made to modify the concentrations to four by eliminating the Network Security track of the degree.

The department aspires to make offerings available at night; however, enrollment has been too low to sustain this. Some courses are offered online; however, many of the desktop support and networking courses require hands-on labs, and faculty members prefer that these courses are offered in the classroom.

- Students are prepared to work in the IT field as evidenced by internships, employments, and capstone coursework.
- Faculty is interested in the success of the program and students.
- Unit Plans that focus on continued student success are consistently implemented.
- The department could update curriculum quickly as needed in this field.
- Improving numbers for students completing program and finding employment (this program was initially offered in Fall 2009, so this is only the second year for completers).

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
<i>Web Developer Certificate</i>	110801	20 CERT>30 Hrs. (31 Hrs.)	5746	Continue with minor improvements

Action: Based on the program review, will the College:

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

Improvements or Rationale for Action

The Web Developer Certificate requires 31 credits and prepares students to work in the growing field of web development. A major portion of the communications industry, print media, is moving more to the web, and occupations that used to be exclusively print, such as graphics design, require knowledge of web development. Many current and former students of the Web Developer Certificate have backgrounds in graphics design. This validates program content and our recommendation that those with work experience in graphic design and related fields enroll in this degree program for skill enhancement/updating. Students with no background in related fields are encouraged to pursue the two-year Computer Specialist AAS degree, Web Track, considering many of the courses overlap with the Web Developer Certificate; however, the degree program provides broader coverage for those with little or no experience. At the most recent advisory board meeting, everyone agreed that the need to build websites is an important part of today’s business. Enrollment trends look positive. New students interested in the program are contacting faculty and beginning coursework.

Additional Strengths:

- Flexibility for students with different backgrounds
- Flexibility with faculty able to quickly incorporate the newest technology
- Students have an electronic portfolio by completion of program.
- Students are working with outside businesses in developing websites.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Program Title	CIP code	Degree Type	BHC Major Code	ACTION
<i>Web Programmer</i>	5245	03- AAS (64 Hrs.)	5245	Discontinue

Action: Based on the program review, will the College:

X Discontinued/Eliminated: This program has or will be discontinued.

Improvements or Rationale for Action

In 2009, this degree merged with the Computer Specialist AAS–Web Track. We have kept this program active to allow students to complete. The computer specialist faculty is now requesting withdrawal of the degree.

Principle Assessment Methods Used in Quality Assurance for this Program

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

SECTION 2: ACADEMIC DISCIPLINES

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

Discipline Area: English Literature

Improvements or Rationale for Action

The current and future occupational demand for this program follows regional, state, and national trends. The projected growth follows the economic struggles that local and state governments are experiencing. Predictions for job growth from 2011-2018 show the following: 1% growth at the regional level; 6% growth at the state level and 7% growth at the national level.

Major industries likely to hire English majors show overall expected growth in the near future. Jobs in colleges, universities, and professional schools are likely to grow by 6%. There is also 21% growth in book publishers' jobs. 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.

Steps needed to sustain program viability:

- Enrollment in all literature courses will need 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 should follow the sequence that the QC campus established. English 190 and Introduction to Literature can be taught every semester. High school teachers and faculty at both Black Hawk College campuses need to establish channels of communication to keep reviewing and revising the program.

Principle Assessment Methods Used in Quality Assurance for this Discipline

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

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

Discipline Area: English Writing

Improvements or Rationale for Action

The current and future occupational demand for this program follows the regional, state, and national trends. The projected growth follows the economic struggles that local and state governments are experiencing. Labor market projections predict 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.

Occupational data also suggests a 10% growth for jobs in colleges, universities, and professional schools. There is a 6% growth in federal government and civilian jobs (except postal service jobs) and a 4% growth in local government for the 2011-2018 job market. Jobs in the areas of newspaper publishing and 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.

Steps needed to sustain program viability:

- 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 should be monitored to ensure that they follow the requirements of courses taught on campus. High school teachers and faculty at both Black Hawk College campuses should establish channels of communication to keep reviewing and revising the program.

Articulation: All “active” courses were reviewed and confirmed through u.slect to have current articulation agreements on file.

Principle Assessment Methods Used in Quality Assurance for this Discipline

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Statewide Program Issues (if applicable) None

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

Discipline Area: Journalism

Improvements or Rationale for Action

All course offerings in Journalism are appropriate in terms of meeting the needs of students who will transfer. These courses also support general education requirements. Our journalism students have transferred successfully to four-year state institutions with a strong foundation in their major. Enrollment trends have declined modestly throughout the program in the last five years, possibly related to the closing of the Broadcasting Program. During this time, we have not offered English 243, Writing for the Media (or Journalism 225, Advanced Reporting), which is a program requirement, but some students have taken advantage of the Writing Internship course (English 245) offered by the English Department as an alternative to English 243.

It is improbable that any changes in transfer requirement or content will occur during the next five years. The program is in place and will remain so unless there is a demand for the classes currently not offered, which appears unlikely at this time.

Journalism 230 (Newspaper Production) continues to be an important class, not only for the students involved but also for the college community as a whole. Having a full-time faculty member teaching this class for the past five years has allowed for consistency, more time spent in production with students, and a general improvement in the quality of the paper. Reintroducing Journalism 222 has been effective, but as noted above, offering it every two years would be the best course of action at this time. Journalism 221 continues to serve students interested in mass communications and is an important component of the program. Due to the retirement of a full-time tenured professor who taught the class until this year, the course has been staffed by adjunct faculty. It would be desirable to have a full-time faculty member teaching this class devoting maximum attention to student needs and outcomes.

Articulation: All “active” courses were reviewed and confirmed through u.slect to have current articulation agreements on file.

Principle Assessment Methods Used in Quality Assurance for this Discipline

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

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

Discipline Area: Foreign Language (French, German, Spanish)

Improvements or Rationale for Action

Course offerings in French, German, and Spanish at Black Hawk College are very appropriate to meet the needs of students who will transfer. These courses support general elective requirements. BHC students are successfully articulating French, German, and Spanish courses to colleges and universities at the local, state, and national level. Institutional and anecdotal evidence indicate a high level of satisfaction with French, German, and Spanish courses.

The college currently offers three different levels of French, German, and Spanish (elementary, intermediate and advanced), which is an unusually high number for a two-year community college of this size.

To better serve the needs of students in foreign language courses, the courses offered in French, German, and Spanish are now taught in a hybrid format (Three hours face-to-face and one-hour online) to allow students more flexibility in their schedules and to experience the language from different perspectives, using different tools. Furthermore, the Foreign Language Program offers courses in four different lengths: the traditional 16-week course, the 12-week evening course, the eight-week accelerated course, and the summer four-week intensive course. Two of these choices allow students to complete the equivalent of two semesters of Spanish in one semester (spring and fall) and the equivalent of two semesters of French or Spanish in two summer months.

Additionally, a new option has been introduced: Spanish 101 and 102 are also offered in single one-credit-hour modules to allow staff and busy professionals to take Spanish courses in small amounts of time. Faculty and staff at the college as well as employees at John Deere Company (Cylinder and Seeding) have taken Spanish using the one-credit format. Offerings also include Spanish for near-native speakers of Spanish, a course that we developed many years ago and offered one semester to serve Hispanics in the area, referred to as “Heritage speakers”. “Heritage speakers” are Hispanics that have acquired Spanish at home or from relatives, but without formal training. These students need to learn the “standard norm”. Surprisingly the course, although well-advertised, had only nine students enrolled and for that reason, has not been offered again. However, with the new trends in demographics, the college may consider offering it again.

Articulation: All “active” Foreign Language courses, three credit hours or more, were reviewed and confirmed through u.slect to have current articulation agreements on file.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

Principle Assessment Methods Used in Quality Assurance for this Discipline

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

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

Discipline Area: Speech

Improvements or Rationale for Action

Speech course offerings are appropriate to meet the needs of students who will transfer and support general education requirements. Below is a thoroughly competed review of courses, which are primarily offered each semester.

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 meet the Humanities requirement for the Associate in Applied Science degree. It is listed as one of the suggested courses 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.

Speech 175: Intercultural Communication

This course is listed as one of the suggested courses 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 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.

Speech 111: Business and Professional Communication

This course is listed as one of the suggested courses to meet the communications requirement for the Associate in Applied Science degree. It is listed as one of the suggested courses to meet the spoken communication skills for the Associate in Liberal Studies degree. Career programs that suggest this course include Administrative 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.

Note: The IAI Speech Major Panel has disbanded. It is not currently reviewing syllabi.

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This review demonstrates that we are striving to staff all speech classes with skilled and experienced faculty members. The department continually reviews and adjusts course offerings to meet the needs of transfer and career students. Speech 101 maintains an approval from IAI. The department continues to monitor the needs of the programs that require speech courses and adjusts schedules and courses to meet the needs of transfer and career students.

Articulation: All “active” courses were reviewed and confirmed through u.slect to have current articulation agreements on file.

Principle Assessment Methods Used in Quality Assurance for this Discipline

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable) None

SECTION 3: CROSS-DISCIPLINARY CURRICULA

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

Cross-Disciplinary Program: General Occupational & Technical Studies

Improvements or Rationale for Action

The purpose of the Associate in Applied Science General Occupational and Technical Studies (GOTS) program is to provide flexibility for students, who can earn this degree in any technical career that corresponds with BHC's ICCB-approved programs. This broad application means prospective students may be represented by a variety of careers, as some examples: health, trades, technical, business, or others. An emphasis of the program has been on specific job skills founded on core competencies in math and communication. Graduates will be prepared for a workforce that according to a Department of Labor report, increasingly requires these skills. Advisory committee members report, and business trends reflect, that 21st century employers need employees with education beyond high school.

Enrollment trends show encouraging growth, from two students in 2009 to 27 in 2011. Most of those students are under the age of 25 and have a high school diploma or GED. Ten of the 27 have enrolled with the goal of career preparation; 13 have a final objective of earning a degree, and eight plan to transfer.

There is no limitation to the number of students we can accommodate in this program. Our projections for this program are to continue increasing awareness to affect an upward trend.

The level of curriculum is appropriate. Only courses over 100-level are used as qualifying credits, and a variety of assessments are used to determine a student's skill levels in meeting objectives: national testing such as ACT, college placement examinations, CLEP testing, portfolios, faculty interview, certifications, documentation of formal learning, employee feedback from internships or cooperative work experience, skills demonstration, and routine examinations.

The GOTS program has attracted a growing number of students (growing nearly tenfold in just three years) and has proven itself viable, economically feasible, and a venue for attracting a number of unemployed or underemployed adults. The current economic climate has caused higher job loss or reduced wages, and the GOTS program may help a greater number of individuals seeking training for reentering the workforce.

Articulation: Due to the nature of this curriculum these courses are "tied" to other programs and articulation agreements were reviewed under those titles.

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Principle Assessment Methods Used in Quality Assurance for this Discipline-area

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches, and a financial analysis.

Statewide Program Issues (if applicable)

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

Cross-Disciplinary Program: General Education

Improvements or Rationale for Action

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.

Strengths:

- Clarity in transfer planning student support.
- District-wide curricular alignment.
- Well-defined institutional processes for reviewing programs and course syllabi.
- Academic administrative processes apply to all instructional areas.
- Expanded academic administration to position itself for growth.
- Commitment to faculty development.
- Demonstrated progress in assessing and continually improving student learning.

Weaknesses:

- While college review processes provide for a robust review, there is not solid evidence or process documentation indicating how the college uses the results to inform continuous improvement.
- Assessment is limited to 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 slowed 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.

Opportunities for Improvement:

- 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.

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- Collect data and analyze success of current student retention strategies.

Articulation: All courses are tied to other programs and articulation agreements were reviewed under those titles.

Principle Assessment Methods Used in Quality Assurance for this Discipline-area

Please check all that apply.

- Standardized Assessments
- Certification and Licensure Examinations Results
- Writing Samples
- Portfolio Evaluation
- Course Embedded Questions
- Student Surveys
- Analysis of Enrollment, Demographics, and Cost Data
- Other, please specify: Program Assessment of market needs, human resource needs, student outcomes, curriculum approaches and a financial analysis.

Statewide Program Issues (if applicable) None

SECTION 4: STUDENT AND ACADEMIC SUPPORT SERVICES

Student & Academic Support Services Reviews		
	Year	
1	2012	Admissions/Recruiting; Registration/Records
2	2013	Learning & Tutoring Centers; Career Centers/Job Placement
3	2014	Financial Aid
4	2015	Disability Services Counseling/Advising; Library
5	2016	Business Services; Athletics; Student Activities

Introduction:

The College 2012 Program Review cycle had concluded by the time it received the 2012-2016 revised Program Review Guidelines on June 1, 2012. Black Hawk College, in lieu of an updated Program Review manual, began its assessments in August 2012 and concluded them April 2012 using the 2007-2011 Manual. In that manual there were no specific student and academic support service review requirements. This, coupled with significant turn over in the Registrar position, has led Black Hawk College to identify the area for Admissions/Recruiting; Registration/Records will be under further review in the coming year.

However, the college also conducted a comprehensive review of its student’s services as required by the ICCB recognition process. The review cycle concluded in June 2012 with the following student and academic support services assessment:

Advising and Counseling.

Black Hawk College has a comprehensive and organized program of academic advising and career counseling. Increased collaboration between advising and career services staff has been the focus recently in an effort to provide more comprehensive career assessment for their students. Advisor training is offered continually through an online, interactive course utilizing WebCT. The course objectives align with Council for Advancement of Standards (CAS), National Academic Advising Association (NACADA), Core Values, and the Black Hawk College Strategic Plan. The college has also recognized the need for increased confidentiality for students during advising and counseling sessions and is in the process of creating a new space for these areas.

Advisory Quality Recommendation: Continue to focus on advising and career services to provide a comprehensive career assessment for students.

Black Hawk College Response: *Using the College’s institutional model for unit planning and assessment, the Advising Center and Career Services Center will continue to develop advising*

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and career services to meet the needs of all students. A recent improvement is the establishment of a student planning tool for students to store and record relevant information, including a section dedicated specifically to career planning information. This section of the student planning tool includes websites for self-guided assessments, contact information for the Career Services Center where various assessments may be recommended and administered, and a section to record assessment results. Currently, two advisors are dedicated to working with students, assisting them with their interpretation of assessment results and development of further plans. The Advising Center and Career Services will evaluate jointly the career decision-making section of this new student planning tool annually and make recommended improvements.

In addition, new deciding students will have the opportunity to participate in a workshop that will introduce them to various resources aimed at assisting them in making career decisions. At the completion of the workshop, students will be encouraged to explore their options for exploration and meet individually with identified advisors to discuss the results of their exploration and make further recommendations if needed. Based upon feedback from students, revisions may be made to continue improving the content of the workshop.

Financial Aid.

The Financial Aid Office at Black Hawk College provides students with information and access to financial support by telephone, appointments, and through the college website. In addition, The Financial Aid Office recently remodeled to add an interactive computer area for students to complete their online FAFSAs, loan applications, entrance counseling, and scholarship applications. This area is helpful for students who may not have Internet access at home and for those who have questions and need staff assistance while completing the forms. Black Hawk's Financial Aid Office has also been evaluating their processes. As a result, they were able to reduce the number of "required" forms to expedite completion time. Beginning in fiscal year 2013, the Financial Aid Office will be e-mailing award letters to speed the notification process.

Recommendation: None.

Placement.

The staff of the Career Planning and Placement Office serves the needs of students, alumni, community residents, staff, faculty, and employers. This is done via individual appointments, online job placement site, web, email, phone requests/questions, and through an annual job fair. Indicators of quality include 95% satisfaction level from survey results. The college also hosts more than 70 employers and 1,000 students and community members annually at the job fair.

Recommendation: None.

Enrollment Services (Midterm Certification Process/Residency Procedures)

As part of the review, ICCB staff reviewed specific midterm class lists and final grade sheets, student demographic and transcript information to support residency status, final grade postings,

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supporting documentation for classification between the SU and SR records, and supporting documentation for chargeback and cooperative agreement claims. College systems, residency verification, and claiming of students who repeat classes were also evaluated.

Claims processing issues

The college's self-study as well as an ICCB review of the college's external audits, identified instances in which midterm class list information was not available to external auditors to test the reliability of the college's processes affecting the accuracy of credit hour claim submissions. The self-study reports that a position in Enrollment Services was redesigned and filled in fiscal year 2009 to correct this deficiency. Based on the ICCB review, the printed midterm class lists provided do not contain the relevant information needed to properly evaluate the course sections and eligibility of hours for funding as illustrated on page III-24 of the MIS Manual. Information contained in the college's printed midterm class list should be modeled after the ICCB illustrated midterm class list in the ICCB MIS Manual.

The college recently migrated to an electronic midterm signature process but the reports provided during the (ICCB) review failed to provide pertinent information to substantiate its ICCB credit hour claim on the midterm certification document.

Compliance Recommendation: To stay in compliance, college needs would require 1) Evaluate its processes and procedures, and modify where necessary. This ensures codes entered on a student record, after the midterm date, do not subsequently override a Last Date of Attendance (LDA) entered by the instructor indicating the student was not actively pursuing course completion. 2) Change program logic in the credit hour claiming program to ensure students who withdraw on the midterm term date are classified as non-reimbursable on the ICCB credit hour claim submission.

Black Hawk College Response: *BHC currently allows any student to be reinstated in classes if the instructor authorizes. This includes those dropped previously for non-attendance (D1). BHC also permits those students who were dropped for non-attendance, or anyone else dropped with anything less than 100% refund, to submit a refund appeal. Although a complex set of codes are used, Enrollment Services staff have been trained in a coordinated effort by the Office of Planning and Institutional Effectiveness and the Registrar. Last date of attendance has been confirmed to be captured and entered into the student system. The ICCB credit hour claim submission programming logic will be modified to ensure this field will not be overridden with the exception of when students meet the requirements defined in the Administrative Rules Section 1501.507-C Student Requirements #2. The Registrar's office has undergone significant staff and leadership turnover in the past 12 months and the current Registrar has resigned for employment in another higher education institution. Additionally, the MIS Coordinator will be retiring effective June 30th. Once new staff members are hired and trained, the college will reevaluate this process and the credit hour claim program logic early in the fall, FY2013 term, to ensure compliance with ICCB.*

Advisory (Quality) Recommendations: It is suggested the college 1) examine its programming logic and use of numerous codes for various reasons and where possible, consider streamlining,

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simplifying, and modifying the process to ensure more accurate credit claim reporting. As one suggestion, the administration could instruct faculty to utilize a “NAP” code to specifically identify students “Not Actively Pursuing” course completion on the midterm class certification. NAP would never be overridden by the credit hour claim program unless the student received a passing grade of A, B, C, or D and 2) Ensure the certified midterm class list contains the information illustrated in the sample midterm class list referenced in the ICCB MIS Manual, which reflects the student’s status at the midpoint of the class.

Black Hawk College Response: *During FY2011, Black Hawk College conducted several meetings to evaluate, question, and streamline its use of registration status codes. Although several codes were streamlined, numerous codes remain. However, not all are accessible during a semester. Codes are used according to three time frames that correspond to ICCB key dates:*

- *Codes that will identify that a student was not in attendance on or after the refund period (official enrollment/10th day)*
- *Codes that will identify that a student was in attendance up to mid-term date (to include Mid-term)*
- *Codes that will identify that a student was in attendance after mid-term*

Students not actively pursuing course completion are identified on the midterm compliance roster by the last date of attendance and a null grade field. The current midterm compliance process does not allow for a three letter code, such as, “NAP”. The need for a “NAP” code will not be necessary as students not actively pursuing a course will be identified on the Midterm Compliance Roster with a null midterm grade and a last date of attendance. A missing midterm grade report is scheduled to run the business day after rosters are closed. This report produces any situation in which there is no grade and no last date of attendance. These instances are researched by the Registrar’s office for compliance.

The credit hour claim programming logic will be modified to include the use of the last date of attendance and will not be overridden unless a student is reinstated and completes the course with a passing grade.

A review comparing the ICCB MIS Manual sample midterm class list to both the Black Hawk College paper Midterm Roster and the Electronic Midterm Roster was completed May 23, 2012. The following changes are currently being processed.

Paper Rosters will be modified to include funding category, residency code, repeat auditor, and a summary number of the students attending at midterm.

The electronic website used to document midterm compliance, contains the necessary information to accurately certify students actively pursuing course completion. However, the current query that runs to print a mirror copy of the electronic Midterm Compliance Roster does not contain all the fields as identified on the MIS Manual Midterm Roster sample. The query will be modified to produce a true mirror image of the Midterm Compliance Roster.

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Residency

Based on a review of residency records, it was found that the student's residency status was generally accurately submitted on credit hour claims. One instance was found in the sample reviewed where a student was improperly classified as in-district while their student demographic information reported him or her as a Fulton, Illinois resident. College staff at East Campus indicated this was human error. Of the sample examined no other instances occurred. Further, it was found that the college reported only 40 of the eligible 57 chargeback credit hours in its fiscal year 2011 external audit, and to the ICCB. College officials report this was because of a staff resignation, which resulted in a specific internal verification step not being performed. Fortunately, the college does not issue many chargeback authorizations and the amount in question is immaterial as it affects equalization funding. College staff indicates they are reviewing these processes and will modify practices to prevent staff changes from causing future reoccurrences resulting from staff vacancies and turnover.

Advisory (Quality) Recommendation: It is suggested that once completed, the college provide the ICCB with an update to summarize changes made to its processes and procedures. This process would help ensure that gathering and reporting of chargeback and cooperative agreement hours are done consistently from year to year and will be verified for accuracy and completeness before data is submitted to the ICCB and used in the college's external audit.

Black Hawk College Response: *The college convened a team of frontline staff involved in one or more steps of the current chargeback process. Using the college's process improvement methodology created an "as is" flowchart of the process. During the first meeting the staff from the offices of the Vice President of Instruction, Bursar, Finance, and the Office of Planning and Institutional Effectiveness reviewed the current process beginning with the student request to take courses at other colleges and ending with the submission of the state report claiming the student. The team identified efficiency improvements and recommended process changes ("can be" flowchart) that better align the student request, approval, recording, budget reconciliation, and reporting process steps. The current process has five offices responsible for various steps of the process. The improved and approved process places the responsibility for the student request and approval, recording, and budget reconciliation with the Office of the Vice President for Instruction. The state reporting and audit reconciliation processes have become the responsibility of Accounting Services.*

Repeats

The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The repeat check process is automated. Programming logic is built into the SU/SR claims submission program with specific number of times a course may be repeated. Any student who meets the repeat ineligibility rules according to ICCB administrative rules is placed as non-reimbursable in the credit hour claim. From reviewing a small sampling of student transcript information, Black Hawk's process generally appears to be working as intended when classifying students' hours on the ICCB credit hour claim according to their repeat status. Repeat programming logic is intertwined with general coding and in at least one example provided by the college resulted in a non-reimbursable code being assigned to the student record because of

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the combination of other codes. Comments included in the system claims processing section of this standard.

SECTION 5: REPORTING OF BEST PRACTICES

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2011

Title of the Best Practice: Legal Office Professional Student Portfolios

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

Description of the Innovation/Best Practice

A portfolio evaluation is the principle method of assessment for this Legal Office Professional Program. As students create portfolios, they are actively involved in and reflecting on their own learning. Students are required to gather artifacts from their studies and place them into a binder that can be used in a job interview to demonstrate their skills and accomplishments. Students are required to write a purpose statement describing why they chose the legal field and how they expect to use their skills on the job. Students are also required to include the following: resume, application letter, list of references, transcripts, three letters of recommendation, awards/certificates, and work samples from various courses. Portfolios are reviewed for quality and job placement probability. Any weaknesses are discussed with students and recommendations are made for improvement. Recommendations are also made at the course level for weaknesses noted through portfolio review.

What are the results/measurable outcomes?

Because they are using a rubric- what did they learn from that assessment? It appears they have been using it for some time- has it always assessed the same criteria? Did you add or change criteria on the rubric? Why? Did you change instruction to address deficiencies? The measurable outcomes are that a majority of the students earn 90-100% on the portfolio project. Around 10% of students earn less than 90%. This indicates that the artifacts chosen by students are exemplary and reflect their readiness to enter the workforce in the legal field. The rubric has been used for several years and has met the needs of the department for overall program assessment. Deficiencies in instruction have been addressed through discussions among faculty within the discipline. For example, letter formats in BE 180, Business Communications, have been adjusted to reflect the same formats taught in BE 145, Information Processing, and BE 141/142, Keyboarding courses.

Contact Information

College: Black Hawk College
Name & Title: Amy Smith, Assistant Professor
Phone Number: 309-796-5329
Email Address: SmithA@bhc.edu

SECTION 5: REPORTING OF BEST PRACTICES

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2011

Title of the Best Practice: Videos Addressing Most Commonly Asked Mathematic Problems

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

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

When developing an online course in college algebra, the Math 112 instructor drew upon her experiences teaching the curriculum in a face-to-face environment and created an innovative way to address commonly asked questions. From her experience with students in a traditional classroom, she identified a set of most commonly asked questions regarding homework problems and proceeded to create videos demonstrating step-by-step solutions to homework problems she identified as most difficult for students. The instructor using Symposium software created the videos in a very live, classroom-type setting. Originally videos were available to students via website access. However, the instructor learned that students were more likely to access the videos when she directly emailed students, alerting them to the videos corresponding to the homework problems in the chapter that the students were working on at the time.

What are the results/measurable outcomes?

A recurring theme in student evaluations was the videos, which served as great help for the online students when it came to answering questions on processes in mathematics. Students further commented that seeing the problems worked out step-by-step as opposed to simply matching their answers to the right answer was extremely helpful. The completed success rate for this course (the percent of students receiving a passing grade of A, B, or C) went from 50% in the Fall of 2008 to 80% in Spring of 2012.

Contact Information: Dr. Bettie Truitt
College: Black Hawk College
Name & Title: Interim Vice President for Instruction
Phone Number: 309-796-5043
Email Address: truittb@bhc.edu

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Calendar Proposed Program Review Schedule

Year -- 2013	Year -- 2014	Year -- 2015	Year -- 2016	Year -- 2017
<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Culinary Arts (SCC) (1205xx) • CAD Certificates (151302) • Sign Language Interpreter (SCC) (161603) • Technical Communications (231101) • Fire Service Officer (4302xx) • Construction Management (150508, 460000, 460101, 460402) • Dental Assisting (SCC) (510601) • Electroneurodiagnostic Technology (SCC) (510903) • Emergency Medical Technology (510904) • Radiologic Technology (510911) • Business Continuity Planning (520201) • Business Information Technology Certificate (520204) • Administrative Assisting (520401) • Information Technology (520407) • Logistics and Warehouse (520409) <p style="text-align: center;"><u>Transfer – Mathematics (PCS-11)</u></p> <ul style="list-style-type: none"> • Computer Science (110101, 110201, 110202, 110501) • Computer Science Information Systems (110901) • Mathematics (270101, 270103, 270301, 270501) • Supply Chain Management (No Data) <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • Adult Basic Education (PCS-17) • Adult Education (Vocational Skills) (PCS-16)* • Adult Secondary Education (PCS-18) • English as a Second Language (PCS-19) <p>(* -- For department codes 1229, 1612, 1613, 1911, and 1912)</p>	<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Apprenticeship Pipe Trades (460501, 460599, 469996) • Heating, Ventilation & Air Conditioning (SCC) (470201) • Apprentice Machinist (480503) • Apprentice Patternmaker (480505, 489998) • Apprentice Sheet Metal (480506) • Apprentice Tool & Die (480507) • Welding (480508) • Visual Communication (100303, 500401, 509998) • Interior Design (SCC) (151303, 200501, 500407, 500408) • Accounting Specialist (520301) • Accounting (520302) • Banking and Finance (520803, 521001) <p style="text-align: center;"><u>Transfer – Physical & Life Sciences (PCS-11)</u></p> <ul style="list-style-type: none"> • Biological Science (190504, 260101, 260301, 260501, 260502, 260801, 300197) • Chemistry (260202, 400501, 400502, 400504, 400599) • Earth Science (260603, 261301, 261305, 300101, 400401, 450701) • Earth Science Geology (400601, 400602, 400604) • Health, Physical Education, Recreation, and Sports Management (131307, 310101, 310501, 310504, 500301, 500302) • Pre-Chiropractic/Medicine/Pharmacy (260403, 260701, 260706) • Pre-Dietetics/Nutrition • Pre-Engineering (140101, 141101, 151302) <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • Accounting Transfer (11: 110901, 520301, 520302) • Remedial/Development (PCS-14) 	<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Agri-Business Management (010101) • Agriculture Production Technology (010301) • Animal Science (010302, 019998) • Agribus Mgt Crop Protect Tech Option (010304) • Horse Science Technology (010307) • Equestrian Science (010507) • Horticulture (010601-010605, 010607) • Sustainable Energy Certificate (150503) • Health, Safety, and Environmental Technology (SCC) (150701, 430203) • Associate Degree Nursing (190699, 511601, 511612, 519996, 519997) • Practical Nursing (260403, 261001, 511613) • Basic Nurse Assist Training Program (511614, 511615, 512602) • Marketing and Retail (080705, 081001, 240105, 270501, 520101, 521001, 521101, 521003, 521401, 521803, 521908, 529998, 529999) <p style="text-align: center;"><u>Transfer – Humanities & Fine Arts (PCS-11)</u></p> <ul style="list-style-type: none"> • Art (110803, 500401, 500402, 500601, 500605, 500701, 500703, 500705, 500708-500713) • Education Pre-Teaching (130101, 130901, 131202, 139998) • History (450801, 521002, 540101, 540102, 540106, 549996) • Music [Therapy, Performance, or Business] (500902-500904, 509996) • Philosophy (380101-380103, 380201) • Pre-Law (430103, 520101) • Theatre (500501, 500502, 500505-500507, 500599, 509997) <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • Business & Community Education Center (Dept. Codes: 1710, 1713, 4240, and 4241) • Business Training Center (Dept. Codes: 1941-1943 and 4341) 	<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Agriculture Mechanics (0102xx) • Polymers & Plastics Technology (150607) • Metallurgical Technology (150611) • Engineering Technology (150613) • Child Development (190709) • Apprentice Carpenter (4602xx) • Apprentice Machine Repair (470303) • Auto Collision Repair (SCC) (470603) • Automotive Repair Technology (470604) • Diesel Service (470605) • Diesel Technology (SCC) (470605) • Truck Driving (SCC) (490205) • Medical Assisting (510801) • Physical Therapy Assistant (5108xx) • Small Business Management (520701) • International Trade (521101) <p style="text-align: center;"><u>Transfer – Social & Behavioral Sciences (PCS-11)</u></p> <ul style="list-style-type: none"> • Anthropology-Archaeology (450201, 450301, 050202) • General Social Services (440701) • Political Science (451001, 450901) • Psychology (130101, 131001, 420101, 420701, 420901, 421601) • Sociology (300401, 451101) <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • AA, AS, & AAT Transfers • Agriculture Transfer (11-010103, 11-010201, 11-020402, 11-020501, 11-131301) • Associate of Arts teaching – Math (11-131311) • Associate of Arts teaching – Early Child Education (11-131210) • Associate of Arts teaching – Special Education (11-131001) • Business Transfer (11-190402, 11-450601, 11-520101) • Business Transfer International Business (11-060901, 11-521101) • Horticulture Transfer (11-020403) • Pre-Physical Therapy • Pre-Veterinary Medicine (11-020201) 	<p style="text-align: center;"><u>Occupational (PCS-12 & 16)</u></p> <ul style="list-style-type: none"> • Computer Programming (110201) • Computer Information Processing (5212xx, 110301) • Web Developer Certificate (110801) • Networking (110901) • Networking Security Specialist (111003) • Electro-Mechanical Certificate (150403) • Legal Assistance (2203xx) • Law Enforcement (430107) • Private Security (430109) • Apprentice Electrician (460302) • Desktop Support Technician (470104) • Health Management Information (510707) • Medical Transcription (510708) • Medical Coding Specialist (510713) • Medical Billing Specialist (510714) • Medical Office Receptionist (510716) • Massage Therapy (513501) <p style="text-align: center;"><u>Transfer – Written & Oral Communication (PCS-11)</u></p> <ul style="list-style-type: none"> • English Literature (230101, 230701, 230801, 239997, 500602) • English Writing (230401, 230501, 240198) • French (160901) • German (160501) • Journalism (090401, 090102) • Spanish (160905) • Speech (231001, 231002) <p style="text-align: center;"><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> • General Education • General Occupation & Technical Studies (12-240102) • Law Enforcement Transfer (11-430103, 450401)