



Accountability/ Program Review

FY2010

Table of Contents

SECTION 1: Career and Technical Education Programs.....	3
Agri-Business Management: Crop Protection Technology Option	3
Agri-Business Management.....	3
Agriculture Production Technology	3
Animal Science	3
Associate Degree Nursing.....	5
Basic Nurse Assistant Training Program.....	7
Equestrian Science	9
Health, Safety, and Environmental Technology (SCC).....	11
Horticulture	12
Marketing and Retail.....	14
Practical Nursing.....	16
Sustainable Energy Certificate.....	18
SECTION 2: ACADEMIC DISCIPLINES	20
Art	20
Education Pre-Teaching.....	22
History.....	23
Music.....	24
Philosophy.....	25
Theatre	26
SECTION 3: CROSS-DISCIPLINARY CURRICULA.....	27
Business & Community Education Center	27
Business Training Center.....	28
SECTION 4: STUDENT AND ACADEMIC SUPPORT SERVICES.....	30
Advising—Transfer Services.....	30
SECTION 5: REPORTING OF BEST PRACTICES	31
Master Core Schedule	31
Learning Land Laboratory	32
SECTION 6: PROGRAM REVIEW CALENDAR.....	33

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 1: Career and Technical Education Programs

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code:	Degree Type:	Program Title:
010304	03-AAS	Agri-Business Management: Crop Protection Technology Option
010101	03-AAS	Agri-Business Management
010301	03-ASS	Agriculture Production Technology
010302, 019998	30 – Certs <30ch	Animal Science

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

- ☒ **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.
- ☐ **Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or resequencing courses or improving facilities.
- ☐ **Placed on Inactive Status:** This program has or will be placed on inactive status.
- ☐ **Discontinued/Eliminated:** This program has or will be discontinued.
- ☐ **Scheduled for Further Review:** This program had serious concerns identified during the program review process. Improvement strategies have been identified and the program will be monitored during the next year. Any program given this status will have to have a follow-up report written for the next year's program review. For the follow-up report, the reviewer may use this same format, but is not required to do so by the ICCB.
- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

The USDA projected that through 2005–2010 there will be 52,030 annual employment opportunities for college graduates in the US food, agricultural, and natural resource system. Agricultural and natural resource graduates will number 32,325 annually. Employers will be forced to hire individuals from allied programs, but in most cases will prefer to hire applications with agricultural and natural resource degrees. In Illinois, approximately 33% of employment is in agriculture and agriculture related areas. Recruitment of our graduating students continues at the local, state, and national levels.

The Applied Science Advisor Committee provides valuable feedback on their employment needs as well as skill sets required and desired. The department incorporates this information into specific course content. Based on input from the Advisory Committee, employers of student interns, and employers of graduates, the curriculum is appropriate to the credential. Some suggestions for curriculum enhancement from these stakeholders includes, more computer skill training, more instruction in technology, more coverage of environmental topics, and current policy issues

Transfer courses are articulated with universities in Illinois and out-of-state universities such as Iowa State University, Purdue University, Kansas State University, Texas A & M University, and Oklahoma State University.

Associate of Applied Science Degree programs require students to complete one or two work experiences. These work experiences give students the opportunity learn while employed as well as prepare them for employment upon program completion. These work experiences are structured to enable students to work during spring, summer, and fall, thus gaining experience during the entire crop production cycle and for industries providing crop inputs and crop marketing and processing. Classroom instruction provides students with lecture and laboratory experiences. The emphasis is on the application of theories to problem solving and management. Instructional delivery involves a mix of traditional classroom lecture/discussion, laboratories, hybrid delivery, and online delivery. In the Spring of 2009, a four-day schedule was introduced. Student response was positive so the four day schedule continues.

Opportunities for Improvement

- Increased technology and computer skill training.
- Continued improvement in structure and delivery of work experience placement and supervision.
- Review class scheduling to minimize course scheduling conflicts.
- Develop biofuels course options.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code: 190699, 511601, 511612, 519996, 519997

Degree Type: 03-AAS

Program Title: Associate Degree Nursing

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

- ☒ **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.
- ☐ **Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or resequencing courses or improving facilities.
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- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

Predictions indicate that the nursing shortage will continue and the need for nurses will actually increase by the year 2020. According to National Center for Health Workforce Analysis in the Bureau of Health Professions, Health Resources and Services Administration, Illinois currently needs 9,000 Registered Nurses in Illinois. One hundred fifty students applied to the Black Hawk College Associate Degree Nursing (ADN) Program in 2009-2010. The program accepted 80 students because of the limited capacity of classrooms, lab facilities, faculty and clinical sites. Since projections of workforce need increase students' interest in career areas, it is likely that the pool of applicants for nursing will continue to exceed the number of seats available.

Accredited by the National League of Nursing Accrediting Commission (NLNAC), the BHC ADN program was awarded an 8-year accreditation at the last accreditation visit in 2007. Nursing faculty has developed the 4-level nursing curriculum based on the principle of simple to complex, with each level increasingly more difficult. Nine themes, including nursing process, communication, altered health status, client education, health promotion, legal and ethical issues, community, research, and diversity are integrated throughout each levels. Simulation activities are incorporated into all courses in all levels, moving from simpler objectives in Level I to the most complex objectives in Level IV. Additionally, requirements for clinical hours increase by level. Each course includes a clinical component aligned with the focus of that course and scheduled in various health care facilities within the community based on need of the course and the clinical availability. Students must meet both classroom and clinical objectives to pass a course. Movement to the next level is predicated on successful completion of all courses in the previous level. The curriculum is monitored and approved by the Nursing Division of the Illinois Department of Financial and Professional Regulation. The curriculum meets the guidelines for students to be eligible for the NCLEX-RN.

The ADN faculty maintains an on-going systematic plan for evaluation of the program and student learning. Part of this systematic process is receiving and reviewing the data from the NCLEX-RN testing from both the state and the National Council of State Boards of Nursing (NCSBN). These data compare BHC student performance with those of similar programs in the region, across the state and nationally. For the calendar year 2009, the NCLEX-RN pass rate for first time test takers from the BHC ADN program was 93 percent. This is above both the state (91 percent) and national (88 percent) averages.

Opportunities for Improvement

- Continue to prepare the students for this increased measurement for their success. The NCLEX-RN has increased in its difficulty as of April 1, 2010.
- Continue to evaluate the program to assure that the needs of the students are being met in order for them to be prepared for the workforce as Registered Nurses.
- Continue to assess in the area of critical thinking, through test reviews, simulation and clinical reviews.
- Develop an additional course in the area of simulation; students surveyed have indicated this is a valuable asset that contributes to their learning.
- Stay abreast of the changes in health care technology and incorporate those into courses.
- Evaluate for possible use of alternative delivery style courses where appropriate.
- Utilize the systematic plan to evaluate program and student learning improvements.
- Incorporate teaching strategies to include the QSEN (Quality Safety Education Nurses) criteria into the program.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code: 511614, 512602

Degree Type: 30 – Certs <30ch

Program Title: Basic Nurse Assistant Training Program

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

- ☒ **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.
- ☐ **Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or resequencing courses or improving facilities.
- ☐ **Placed on Inactive Status:** This program has or will be placed on inactive status.
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- ☐ **Scheduled for Further Review:** This program had serious concerns identified during the program review process. Improvement strategies have been identified and the program will be monitored during the next year. Any program given this status will have to have a follow-up report written for the next year's program review. For the follow-up report, the reviewer may use this same format, but is not required to do so by the ICCB.
- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

The occupational demand for nursing assistants will continue to increase. Nursing assistants are employed by nursing facilities, general hospitals, home care, facilities for persons with mental retardation, local government programs, home-based services for frail elders, and persons with disabilities, and retirement communities. Demand for qualified nursing assistants will increase dramatically in general hospitals (50 percent increase), home health care services (100 percent increase), and retirement communities (100 percent increase). Enrollment in the Certified Nursing Assistant (CNA) program at Black Hawk College has seen a decrease in credit hours in the last five years. However, some decrease is a reflection on the fact that classes were not run on a consistent basis for some of that time due to difficulty in finding instructors. In fact, there were some quarters during which the program was not offered.

Currently, Black Hawk College offers Nursing Assistant (NA) classes in five separate locations. In addition to holding NA classes five times a year at both the East and Quad Cities Campuses, three dual enrollment sites (Geneseo/Hammond Henry, Rock Island High School, and United Township High Area Career Center) offer NA classes each year. Black Hawk College employs three full time faculty members as well as experienced part-time and dual enrollment faculty. The Illinois Department of Public Health has approved each of these instructors as CNA educators.

The NA syllabus incorporates the entire required state curriculum. Theory hours exceed the minimum state requirements; clinical hours meet the state requirements. IDPH approved instructors administer both theory and clinical instruction. Eight-week courses include about 108 hours of classroom/lab instruction and 40 hours of clinical experiences. The central focus of this course is on practical application. Students practice manual skills in the classroom and lab settings prior to their clinical placement.

Black Hawk College uses the results on the State Certified Nursing Assistant examination to assess student outcomes and to make changes in instruction as needed. Pass rates for students completing the NA program meet the state requirements. Although cluster scores meet state requirements, a more detailed analysis reveals weaknesses in specific performance areas related to basic nursing skills, personal care skills, and basic restorative skills. All identified weaknesses reflect practical application. Currently, East campus students must drive to the Quad Cities campus to take the state certification examination. Gaining state approval for an East Campus staff member to administer the certification examination to East Campus students would better meet the needs students living in that area of the college district more effectively.

Opportunities for Improvement:

- Having a qualified test proctor on the East Campus.
- Providing a dedicated classroom for the CNA on the QC campus which includes comfortable chairs/tables and lab equipment for practical application.
- Purchasing CPR equipment and a mechanical lift for the East Campus.
- Locating additional clinical sites to serve the needs of students on both campuses.

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: Internal Comprehensive Program Review

Statewide Program Issues:

Complying with the timeline deadlines specified in the IDPH rules and regulations is challenging. New procedures for background checks and finger printing are labor intensive because of needing to input data on multiple websites. Arrangements for fingerprinting, particularly for students who require a “make-up” date for fingerprinting date, are challenging in non-metropolitan areas of the state.

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code: 010507

Degree Type: 03-AAS

Program Title: Equestrian Science

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

- ☒ **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.
- ☐ **Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or resequencing courses or improving facilities.
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- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

Equestrian science remains a stable program despite a recent fluctuation in enrollments which is directly linked to the recent economic downturn. The horse industry is fairly volatile in a weak economy but continues to have a large economic impact in several sectors including agriculture, business, sport, gaming, entertainment and recreation according to the American Horse Council (AHC). The AHC reports that the horse industry has a \$39 billion direct economic effect on the United States which rises to \$102 billion when the multiplier effect of spending is considered. More than 4.6 million Americans are involved in the industry as owners, service providers, employees, and volunteers and millions more participate as spectators.

The program is staffed by three full-time instructors who also serve as coaches for co-curricular competitive activities including horse judging and horse show where students have an opportunity to apply their learned classroom and laboratory skills in an intercollegiate competitive environment. Decades of national success among our competitive teams is an indicator of the effectiveness of our programs and the stability in the quality of the program. A successful academic program as well as competitive teams has created a positive national reputation for the program.

The academic program is a mix of classroom and laboratory learning experiences and includes multiple work experience opportunities for hands-on, real-world experience. The network of available work experience sites is varied and expansive allowing students to gain experience in many sectors of the equine industry. Students also sponsor a horse show on campus to gain experience with planning, coordinating, and implementing a show.

The addition of the Ag Arena as primarily an instructional facility has increased the visibility of the program as well as created more appropriate learning spaces for student practice and instruction. Current space limits program enrollments to near current levels. Conversations are underway to consider program growth and expansion as part of the East Campus Plan for a Grand project.

Opportunities for Improvement

- Review Achievement Awards and private scholarships as a recruiting tool for both horse show and horse judging teams to continue to attract high caliber students to the program.
- Consider program expansion to potentially include English riding.
- Consider facility needs required for program enrollment growth (Phase III of Ag Arena).

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code: 150701, 430203

Degree Type: 03-AAS

Program Title: Health, Safety, and Environmental Technology (SCC)

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

- ☒ **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.
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- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

This program is provided to the students of District 503 through the cooperative agreement with Eastern Iowa Community College and goes through a program level review through that organization and annually during a review by both Colleges of all cooperative agreements.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code: 010601-010605, 010607

Degree Type: 03-AAS

Program Title: Horticulture

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

- ☒ **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.
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- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

The horticulture program is in its fourth year since it was re-introduced. Enrollment numbers continue to remain small; however, the students in the program are given a very rich experience. The horticulture industry is varied in its applications and student interest and there have been many discussions about how to most clearly and appropriately market the program to student interests. For example, graduates could go into landscape design, vegetable crop production, viticulture, turf grass management, floral design, landscape management, etc.—all very unique and varied applications within the horticulture industry.

Students enrolled in the program are very active in both curricular and co-curricular activities. Students have taken an active role in a Department of Commerce and Economic Opportunity grant project operating a local foods production plot as well as engaging in numerous hands-on learning activities through the student Horticulture Club. Students have also been very successful in national competitions through the North American College Teachers of Agriculture (NACTA) conference competitions—including first and second place national individual finishers as well as team accomplishments.

Field trips to various businesses and botanical centers are also a popular element of the program. An on-campus greenhouse provides a useful hands-on learning laboratory for students who also participate in internship experiences as part of the program. The faculty member has built strong relationships with both local and non-local business and industry to create a professional network for students for both learning and employment.

The program is delivered with a focus on an entrepreneurial mindset—teaching students how to be successful in the business of horticulture and production—not just teaching them about plants.

Opportunities for Improvement

- Considering whether to align horticulture as a specialization of Ag Business and/or Ag Production to improve efficiency of course delivery. This would allow the program to be available to students with the horticulture interest in a more cost-effective delivery manner while continuing to meet learning objectives without course duplication.
- Planning a physical move of the greenhouse and creation of a hothouse to improve greenhouse operations and capacity as a learning laboratory.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code: 080705, 081001, 240105, 270501, 520101, 520201, 521001, 521003, 521401, 529999

Degree Type: 03-AAS

Program Title: Marketing and Retail

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

- ☒ **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.
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- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

For the students who have declared Marketing and Management as their area of concentration, the Program has seen an increase in headcount and credit hours since the last program review. Student enrollment has grown at an average annual growth rate in the past 5 years at 5.6 %. These programs had an 18% enrollment increase between 2008 and 2009. Most of the occupational growth is in two areas: (1) sales positions in all industries and (2) positions relating to supply chain management (warehouse clubs/supercenters as well as packaging and labeling services). The department added a course in Supply Chain Management that can be used as a business elective for this program. The course has substantially increased enrollment each of the three semesters it has been offered. Because it is designed as a transfer course in the newly devised Supply Chain Management AS degree, data does not yet exist on how many of the career students are taking it. Other factors which may have contributed to this increase are: adding the Business Law credit hours to the program review process, the economic recession, better timing of course offerings, more online offerings, improvements in modes of delivery, and restructuring of the certificates and degrees to provide a seamless transition between them. Further analysis of these factors and time will help us determine which of these factors are most significant.

Instructor evaluations indicate students have a high satisfaction level of the quality and method of instruction, qualification of the instructors, technology in the classrooms, and amount of learning achieved. Internship supervisors and the Advisory Councils indicate they are pleased with the students and their performance in the workplace.

The Program has continued to make more stringent BA 111, 112, 113 (the Business Relations series) and are encouraging the increase of formal presentations that require proper dress, presentation skills, social skills, communication and technological skills. BA 111 continues to utilize a corporate trainer who provides business dining training in a restaurant setting. More guest speakers have been invited into

the Salesmanship, Marketing, and Introduction to Business classrooms. These guests provide professional role modeling in that students can see and hear how a professional prepares presentations, communicates, and behaves. A self-evaluation paper on how students view themselves and the changes they would make in specific situations such as conflict skills has been added to the Team Skills course plus a paper on how they and their group have performed, and how they would change. In general, more team work has been added to the management related courses.

Evening enrollments in this program are declining at the same rate as college wide evening enrollments are declining. Factors that contribute to this may be: the increase in online offerings, losing enrollment to competition, student life issues, etc. The review indicated that students are taking fewer credit hours each term as evidenced by the recent slight decrease in credit hours. However, we see this as a long-term positive sign. The students are more likely to successfully manage their academic load, complete their program of study, and experience student success and workplace success. Retention rates and positive assessment results should rise significantly.

Recommendations for Opportunities for Improvement.

- Increase use of technology to improve online and classroom instruction.
- Offer Hybrid courses to meet the needs of students who like classroom instruction but lack the time to attend evening classes.
- Obtain and act on feedback from graduates, non-completers and employers.
- Continue to develop and modify curriculum to meet the needs of students and employers.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code: 260403, 261001, 511613

Degree Type: 03-AAS

Program Title: Practical Nursing

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

- ☒ **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.
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- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

The demand for Licensed Practical Nurses (LPN), particularly in long-term care facilities, remains high and with the aging of the "baby boomers" will likely increase. Advisory Board members for Black Hawk College's LPN program are very supportive of continued course offerings. As employers, they want a continuous supply of LPN practitioners available for employment in their facilities.

Student interest in the Black Hawk College practical nursing program remains high as indicated by about the application rate. Approximately 124 students applied for 64 places in the class beginning August 2009. For the Fall 2010 class, there are 130 applicants for 64 places. The curriculum is available to students on the East Campus through distance learning and rural clinical sites. The practical nursing faculty predicts that the applications rate will remain high because of the promise of employment in the health care field. Additionally, low enrollment caps at other institutions are generating increased numbers of applications from students living outside the BHC district. Faculty members continue to search for adequate clinical facilities to meet the students' needs as the availability of clinical sites limits enrollment.

The Black Hawk College practical nursing program is staffed with well-qualified, licensed full-time and adjunct instructors. Adjunct faculty members are currently employed or were recently employed as registered nurses in local health care facilities. All faculty members are up-to-date with their skills and interact professionally with the students to maximize the students' exposure to clinical experiences and learning opportunities.

The Black Hawk College practical nursing curriculum is monitored and approved by The Nursing Division of the Illinois Department of Financial and Professional Regulation. Additionally, the curriculum meets the guidelines for students to be eligible for NCLEX-PN. The structure of the curriculum was reviewed in the past year, and clinical courses were combined with the didactic courses. This allowed for better alignment of what the student is learning in class to what is actually happening in clinical. Having

alignment with both course work (didactic) and application (clinical) is extremely important in preparing the practical students. The learning by the student can then be applied in the workplace. The program, with information from the Illinois Department of Financial and Professional Regulation, tracks the pass rate for NCLEX-PN. Pass rates are recorded by calendar year: for 2008, pass rate was 86% for first time testers. For 2009, pass rate was 80%. Pass rate must be maintained above 75% for the program to remain in full compliance with approval from the Illinois Department of Financial and Professional Regulation. The program is fully approved and fully compliant.

Opportunities for Improvement

- Continue to assess the yearly results of the NCLEX-PN
- The addition of two full-time faculty members hired in FY2010 to work in both the nursing assistant and practical nursing programs has not been as valuable as anticipated. The two new full-time positions did not and will not reduce the load of the full-time classroom instructors. Due to scheduling restraints, the role of the new faculty in the LPN program has been and will remain clinical. However, even staffing clinical components is difficult when the schedules for two programs overlap and conflict. There have been several issues that must be corrected during the next fiscal year. These circumstances clearly indicate the need to reassess departmental alignments and staffing expectations.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

CIP Code: 150503

Degree Type: 20 – Certs 30ch >

Program Title: Sustainable Energy Certificate

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

- ☒ **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.
- ☐ **Significantly Modified:** This program has identified major changes needed to better address student and employer needs. For example, adding, deleting, restructuring, or resequencing courses or improving facilities.
- ☐ **Placed on Inactive Status:** This program has or will be placed on inactive status.
- ☐ **Discontinued/Eliminated:** This program has or will be discontinued.
- ☐ **Scheduled for Further Review:** This program had serious concerns identified during the program review process. Improvement strategies have been identified and the program will be monitored during the next year. Any program given this status will have to have a follow-up report written for the next year's program review. For the follow-up report, the reviewer may use this same format, but is not required to do so by the ICCB.
- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

Although there is no data reported for the specific field of sustainable energy, the occupational demand between 2006-2016 for engineering technicians is forecasted to decrease 5 percent regionally and increase a 2 percent statewide and 5 percent nationally. Since the sustainable energy certificate is a new program, there is limited data to indicate student enrollment trends. Two students were enrolled in this certificate program in both 2008 and 2009.

Black Hawk College has sequenced courses to adapt to students' schedules so they can take a full load without time conflicts. Additionally, courses common to degree and certificate programs are sequenced identically to enable a smooth transition for students interested in continuing to earn other certificates and degrees.

At this time, there are no independent third party credentials that can be obtained for students in this program. . However, the Energy Systems Practicum course allows students to work in industry in conjunction with their class work. Evaluation of these practicum experiences will provide faculty with invaluable data that assist in assessing whether the instruction in the certificate program aligns with current industry standards. Since this is a relatively new program at Black Hawk College, there is no data to analyze at this time.

Opportunities for Improvement:

- Obtain and act on feedback from graduates and non-completers.
- Look for additional employers who have backgrounds in sustainable energy to serve on the Advisory Council for this certificate program.
- Continue to develop and revise the curriculum to meet the needs of students and employers.

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: Assessment through Practicum
Internal Comprehensive Program Review

Statewide Program Issues: NONE

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: ACADEMIC DISCIPLINES

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010

Discipline Area: Art

Improvements or Rationale for Action

Course offerings within the program successfully articulate to colleges at the state and national level. Students continue to have success transferring to 4-year institutions, receiving scholarships and employment. General education students continue to enjoy success at a personal level and with course articulation. Despite strong enrollment, forecasts indicate a downward trend in several occupational areas within the program. The discrepancy between forecasts and enrollment can perhaps be accredited to faculty efforts to address student needs and interests within the program. Advisory Committee feedback corroborates a strong need for maintaining nimble flexibility within the ever-change dynamic of the digital world. Along with the ability to quickly adjust to changing interests and technologies, reinforcing student ability to learn new technologies, and exposure to variable digital data, global design, multimedia, and creative problem-solving paradigms will become increasingly important. The national trend for growth in NAICS code # 711510 area is also reflected in increased enrollment and student interest at the College. This corroborates the potential for establishing an Associate in Fine Arts (AFA).

Student learning assessment measures have been utilized in specific coursework within the program. For example, current efforts in the Art 101, 2—Dimensional Design have led to substantial changes in curriculum. Results from the Fall 2009, and anticipated results from Spring 2010, will report substantial improvement in the target area. Pending this measurable success, faculty members anticipate evaluating a new target objective and making appropriate changes to curriculum to address identified needs. In addition, the model for student learning assessment utilized in the Art 101 course will be adapted for use in the Art 121, Drawing and Drawing Theory course in Spring 2010. Within the program, efforts are underway to identify target learning objects and a student learning assessment vehicle for the Art 100, Art Appreciation course. This effort will be given high priority, as this course is a general education requirement for many students and there are numerous sections.

With increased enrollment, additional sections of specific courses have been added to the schedule. It is likely that this trend will continue. New courses have been added to the schedule as curriculum options have increased. It is possible that an honors-level and/or "fast track" Art Appreciation course(s) will be added as these programs have been added to the College. It is further likely that the program will pursue approval of an AFA degree program to meet rising student need. If instituted, this would result in changes and/or additions to course scheduling.

Opportunities for Improvement

- With a national forecast of 3% growth in NAICS code area # 711510, explore the development of an Associate in Fine Art Degree.
- Expand current efforts at assessing student learning to the program's general education courses, specifically the Art Appreciation courses.
- With a high-level of student interest, consider development of a computer animation course.

- Evaluate the feasibility of applying for accreditation through the national accrediting body for art education.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Discipline Area: Education Pre-Teaching

Improvements or Rationale for Action

During the Program Review process the department identified several strengths including:

- The success students achieve as they transfer to 4-year institutions. The transfer students become certified and, from all informal measures, are successful in the community.
- Successful partnerships with local school districts that are providing observation sites and guest speakers.
- A variety of course delivery methods offered to students such as face-to-face, online, independent study, and hybrid.
- Academic support services offered by the College in areas such as tutoring, counseling, monitoring, and special needs accommodations enable students to achieve the high level of academics required in the teaching field.
- Faculty teaching the pre-teaching professional courses are all senior faculty with real-life experiences. This allows their instructional methods to be rich with concrete examples and real-life scenarios.

With credit hours decreasing, (2009 down 18% from 2008) the department is focusing on:

- Providing informational days and marketing to pre-teaching majors through a partner with Western Illinois University.
- Taking flyers and fact sheets to conferences and professional meetings.
- Developing a brochure highlighting the educational possibilities including the three AAT degrees.
- Retention of current students, and ensuring the provision of support services for students in need.
- Conducting course offering reviews to ensure the best course offerings suit the pre-teaching student population including investigating if online or other modes of delivery would serve the pre-teaching population better.
- The Regional Office of Education partnership that brings current information and occupational data to students so they may make informed decisions.
- Continually update information in the college catalog, fact sheets and information shared with advisors from the state and other transfer institutions.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Discipline Area: History

Improvements or Rationale for Action

During the review process, the faculty determined that History course offerings at Black Hawk College are appropriate to meet the needs of students who will transfer, and that the courses support general education requirements. History courses fulfill General Education and elective credit hours for transfer students seeking an Associate of Arts (AA) or Associate of Science (AS) degree at Black Hawk College.

The aggregated district wide enrollment and credit hours generated in History course offerings suggest the stability of student demand for history coursework. BHC will continue to monitor transferability of History general education courses.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Discipline Area: Music

Improvements or Rationale for Action

According to occupational data reports, demand for music positions will be on a slightly increasing path toward 2016. As compared with the baseline in 2006, forecasts indicate a positive trend overall—a 3 percent increase regionally, a 6 percent increase at the state level, and a 15 percent at the national level. These data suggest nominal growth in student enrollments as the occupational demand for musicians is increasing slightly over the next 6 years.

The primary goal of the music curriculum at Black Hawk College is to provide a core group of courses that prepares the music student for successful transfer to a 4-year institution. These core courses—Music Fundamentals, Music Theory, Ear Training, Sight Singing, Music Literature, Lessons, and Ensembles—are the same basic courses that parallel a first two-year music program at the 4-year institutions. As such, students are receiving a comparable learning experience, which prepares them for successful transfer. Additionally, specified courses in the area of music support the general education component of transfer degrees.

Overall, enrollment in music courses has increased. However, the onset of online courses marks a shift in enrollment, with increased numbers of students enrolling in general education music courses in this format as compared to face-to-face options. The addition of Dual Enrollment courses partnered with local high schools has also increased enrollment numbers.

Opportunities for Improvement:

- Implement strategies for tracking graduates to obtain data for program-level assessment.
- Develop and implement additional online courses.
- Adjust the maximum class sizes in lessons/ensembles/courses to reflect actual enrollment trends.
- Focus attention on reviewing and updating course syllabi.
- Devise and implement additional outcome assessments for general education courses in the area of music.

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: Internal Comprehensive Program Review

Statewide Program Issues: **NONE**

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Discipline Area: Philosophy

Improvements or Rationale for Action

The preliminary findings of the review of this discipline indicate the Philosophy course offerings are appropriate to meet the needs of students who will transfer and that the courses support general education requirements. Due to a senior faculty retirement in this area, the review was not complete and is slated for completion by December 17, 2010.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Discipline Area: Theatre

Improvements or Rationale for Action

According to the Occupational Report, the activity and job demands for theatre craft-persons and industry entertainment specialists is on an up cycle in the BHC employment region. These data, as well as the key role of theater course work in the area of general education, provide support for continuing to support theater courses and the Theatre Program along with its co-curricular offerings.

The course offerings in the area of theater are appropriate to meet developmental academic/artistic needs of students according to IAI-ICCB standards, but many students—compromised by maturation process and off-campus fluctuating work/economic demands in the first two years—are challenged to translate self-discipline and desire into the rigors and demands of actual college theatre practices (which are only a few steps away from the professional demands). Analysis of student adaptation to degree challenges and marketing approaches need to remain realistic but ever changing to assure an improved rate of total program completion.

Prior to 2005, students who loved to learn about hands-on theatre, by being involved in the BHC play productions, were not required to take a one-credit course. Now the program is structured in such a way that students at least must enroll in Theatre Practicum. To extend their ownership of the play and to have a more vital role as a learner in driving the play's outcome, students are encouraged to enroll in additional theater courses.

Specifically, this review made clearer that drama criticism and critique-writing across the theatre curriculum is essential to the values of critical thought, as those values vividly connect with the efforts to stage an effective live performance of the BHC play production. Also, the review points out the need to be very vigilant about continuing marketing, outreach, and site enhancement efforts in the future.

Opportunities for Improvement:

- Develop and implement more effective strategies for the assessing outcomes related to courses, productions, and recruitment.
- Monitor the effectiveness of offering theater scholarships.
- Assess and organize theater to support production staff in their direct work with play production theater students.

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 3: CROSS-DISCIPLINARY CURRICULA

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010Cross-Disciplinary Program: Business & Community Education Center**Improvements or Rationale for Action**

The department conducted a thorough Program Review using the College Non-Instructional format that mirrors that of the Lincoln/Baldrige Criteria for Performance Excellence. During that review, the team determined the programs strengths to be:

- Enrollments increased 588 (a 9.2% increase) from FY2008 to FY2009 with “Go” classes increasing 18.7% over the same time frame.
- Convenient registration process including phone, mail, fax, and walk-in.
- Variety of class offerings that meet the community’s needs.
- Student satisfaction demonstrated through repeat registrations (pre-class marketing survey), 76% of students indication they were very satisfied.
- Large majority of instructors are evaluated by students as Very Good or better.
- Multiple course offering distribution methods including brochures, newspaper article/ads, Web, and word of mouth.

The Programs Areas for Improvement

1. Facilities.
2. “Branding” /identity of BCEC in the community.
3. Equipment (bandwidth inadequate, classroom technology in 407, 408, 406, 204).
4. On-line registration (will be available fall 2010).
5. Marketing opportunities.
6. myBlackhawk communications (Outreach does not receive all college-wide communications).

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: Internal Comprehensive Program Review

Statewide Program Issues: NONE

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Cross-Disciplinary Program: Business Training Center

Improvements or Rationale for Action

The department conducted a thorough Program Review using the College Non-Instructional format that mirrors that of the Lincoln/Baldrige Criteria for Performance Excellence.

As measured by the Unit's Economic Impact Report, a document that tracks operational performance, the department is meeting and exceeding established goals in the areas of revenue generation, trainings completed, students served, and repeat business.

Accomplishments include:

- The Center has won two ICCTA Business and Industry Partnership awards in the past five years.
- The Center was awarded a \$325,000 DCEO grant to develop a pilot program for the State of Illinois in the area of production welding.
- Class evaluations by students average 4.3 on a scale of 1–5 (highest).
- Sales increased by 87% in 4 years, May 2005–June 2009.

Testimonials from students and business contacts describe the positive impact of training and the satisfaction with trainers, the materials, and BTC coordinators. The Unit networks and keeps abreast of current trends and markets through membership in statewide business and industry associations where Unit staff has held board offices of President and Educational Chair. One of the Unit's greatest strengths is the ability to continually bring training to core businesses who consider the BTC their training partners. These partnerships have expanded year after year as the business community becomes more aware of the services available through the BTC office. This department is a highly functioning unit of the college that is able to accomplish its goals with a limited staff. To the credit of other departments in the building as well, the work environment is one that has positive energy and a cooperative friendly spirit.

Unit Areas for Improvement

- For the most part, new programs are developed as a reaction to a request by a company. With limited staff, this on demand development seems to be working; however, there may be additional opportunities if new programs were proactively developed and offered on a regular basis.
- The Center would like to grow in the area of establishing new business accounts. Repeat business is strong, but meeting the goal of serving new businesses is not always accomplished to the level set in our goals. Likewise, there is an interest in meeting the training needs of the health care segment of the community, an area not yet tapped by the Center.

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: Internal Comprehensive Program Review

Statewide Program Issues:

The current nationwide downturn of the economy can infringe on a company's training budget. While the staff is working hard to keep grant money coming in to assist in training cost reimbursement to companies, the Center has seen those grant dollars diminish as state budget difficulties persist.

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 4: STUDENT AND ACADEMIC SUPPORT SERVICES

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Service Area: Advising—Transfer Services

Major Findings and Improvements/Modifications

The Advising Center focused on Transfer Services. The objective was to successfully integrate articulation and transfer services and staff roles and responsibilities into the Advisement Services department. To this end the Advising Center would develop clear roles and responsibilities for the integration of articulation services into Advisement Services and create a Transfer Resource Center.

A room near the Advising Center was identified and staffed by the Transfer Coordinator and equipped with catalogs, useful transfer information, scholarship information for specific schools, planning guides and steps for successful transfer. Additionally the following improvements were realized

1. New transfer agreements were developed:
 - a. General education agreement with Augustana College that allows student who have earned the AA degree to waive most of Augustana's general education core
 - b. Biology or pre-medicine agreement with Augustana College
 - c. Industrial and Manufacturing Engineering Agreement with Bradley University
 - d. A Pre-Pharmacy agreement with Chicago State University
 - e. Business Administration agreement with Midstate College (an IAI participant)
 - f. Bachelor of Liberal Arts agreement with Western Illinois University for the
 - g. Engineering agreement with Western Illinois University
 - h. Bachelor of Science in Nursing agreement for BHC students who have completed the AAS in nursing with Western Illinois University
2. More than 60 pages on the BHC Transfer Advisement web site have been recently redesigned and updated so that transfer planning guides have a more uniform appearance where possible and information on college and university directory pages is more accessible to the user through a clear and more consistent presentation.
3. A "Transfer Center Resources" section has been added to the Transfer Advisement portion of the College website. Transfer Center Resources include: college application dates, information on college majors, questions to ask college and university representatives, links to scholarship information, a transfer admission checklist, a transfer timeline, transfer tips and a link to select, a statewide transfer tool for developing individualized planning guides. Advising Center staff developed most of the resources on this site.

Statewide Program Issues: NONE

SECTION 5: REPORTING OF BEST PRACTICES

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Title of the Best Practice: Master Core Schedule

Programmatic area: Academic

Description of the Innovation/Best Practice:

Black Hawk College (BHC) has created a cross-disciplinary College-wide scheduling initiative to meet the needs of the community college students who often are working, attending school and caring for family. In the past, the BHC approach to class scheduling was disconnected and conducted with a limited focus on student needs.

When class schedules were built they often were created in isolation of other disciplines thereby creating overlapping classes and/or significant time gaps between class offerings needed for the degree/certificate. This caused frustration on the students who were unable to get the courses they needed in a timely manner. In addition, with many experienced department chairs retiring the transfer of scheduling knowledge was at risk of being lost.

In order to improve and ensure a systematic process for class scheduling, the master core schedule was created. The master core schedule is a subset of core classes identified collectively by department chairs and Deans. These core classes are simply specific classes that meet at a specific time for a specific reason. Identifying these core classes allows a student to schedule classes required for specific certificates/degrees in a manner that is compact, overlap free, and student friendly.

What are the results/measurable outcomes?

Enrollments have increased and advisors are reporting that students are indicating they have fewer class conflicts.

Contact Information

College: Black Hawk College

Name & Title: Dr. Bettie Truitt, Dean of Instruction and Academic Services

Phone Number: 309-796-5048

Email Address: truittb@bhc.edu

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010

Title of the Best Practice: Learning Land Laboratory

Programmatic area: Academic

Description of the Innovation/Best Practice:

Black Hawk College East Campus is nationally recognized for its agricultural programs. The Illinois Department of Commerce and Economic Opportunity invited the College to submit a proposal to pilot a grant project related to the economic viability of local foods production.

The funded program involved a four-acre experiential learning land laboratory on the East Campus where horticultural students have the opportunity to run a local foods production and sales operation. Faculty, working with students who researched the marketability of locally grown foods and production methods, developed the original proposal. In the course of their initial research, the students also recommended and pursued organic certification for the local foods plot.

What are the results/measurable outcomes?

The major grant outcome is to determine the economic viability of the operation—whether people could make money growing and selling locally grown produce.

Horticulture program students also enjoy a comprehensive, hands-on experience to complement their academic studies.

Contact Information

College: Black Hawk College—East Campus

Name & Title: Chanda Dowell, Vice President for East Campus

Phone Number: 309-854-1700, extension 1721

Email Address: dowellc@bhc.edu

Calendar Proposed Program Review Schedule

Year -- 2011	Year -- 2012	Year -- 2013	Year -- 2014	Year -- 2015
<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> • Agriculture Mechanics (0102xx) • 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) • Physical Therapy Assistant (5108xx) • Medical Assisting (510801) • Small Business Management (520701) • International Trade (521101) <u>Transfer – Social & Behavioral Sciences (PCS-11)</u> <ul style="list-style-type: none"> • Anthropology-Archaeology (450201, 450301, 050202) • Political Science (451001, 450901) • Psychology (130101, 131001, 420101, 420701, 420901, 421601) • Social Services (440701) • Sociology (300401, 451101) <u>Cross-Disciplinary</u> <ul style="list-style-type: none"> • AA, AS, & AAT Transfers • Agriculture Transfer (11-010103, 11-010201, 11-020402, 11-020501, 11-131301) • Pre-Veterinary Medicine (11-020201) • Horticulture Transfer (11-020403) • 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) 	<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> • PC Applica Programmer Cert (110201) • Web Developer Certificate (110801) • CISCO Networking CCNP (110901) • Networking Security Specialist (111003) • Electronics (150403) • Legal Assistant (220103) • Legal Office Support Certificate (220301) • Private Security (430109) • Law Enforcement (4301xx) • Apprentice Electrician (460302) • Desktop Support Specialist (470104) • Health Management Information (510707) • Medical Transcription (510708) • Medical Office Receptionist (510716) • Massage Therapy (513501) • Computer Information Processing (5212xx) <u>Transfer – Written & Oral Communication (PCS-11)</u> <ul style="list-style-type: none"> • English Literature (131315, 230301, 230397, 230701, 230801) • English Writing (230401, 230501, 300498, 300499) • French (160901) • German (160501) • Journalism (090401) • Spanish (160905) • Speech (231001, 231002) <u>Cross-Disciplinary</u> <ul style="list-style-type: none"> • General Education • General Occupation & Technical Studies (12-240102) • Law Enforcement Transfer (11-450401) 	<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> • Logistics and Warehouse (080709/520409) • Apprentice Culinary Arts (SCC) (120504) • Culinary Arts (SCC) (1205xx) • CAD Certificates (151302) • Sign Language Interpreter (SCC) (161603) • Technical Communications (231101) • Fire Service Officer (4302xx) • Construction Management (460402) • Dental Assisting (SCC) (510601) • Electroneurodiagnostic Technology (SCC) (510903) • Emergency Medical Technology (510904) • Radiologic Technology (510907) • Business Information Technology Certificate (520204) • Administrative Assisting (520401) • Legal Office Professional (520403) • Information Technology (5204xx) <u>Transfer – Mathematics (PCS-11)</u> <ul style="list-style-type: none"> • Computer Science • Computer Science Information Systems (110101, 110201, 110501) • Mathematics (270101, 270301, 270501) • Supply Chain Management <u>Cross-Disciplinary</u> <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>	<u>Occupational (PCS-12 & 16)</u> <ul style="list-style-type: none"> • Interior Design (SCC) (151303, 200501, 500407, 500408) • 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) • Accounting (520302) • Banking and Finance (520803, 521001) <u>Transfer – Physical & Life Sciences (PCS-11)</u> <ul style="list-style-type: none"> • Biological Science (190504, 260101, 260301, 260501, 260502, 260801, 300197) • Chemistry (260202, 400501, 400502, 400504, 400599) • Pre-Chiropractic/Medicine/Pharmacy (260403, 260701, 260706) • Pre-Dietetics/Nutrition • Earth Science (260603, 261301, 261305, 300101, 400401, 450701) • Earth Science Geology (400601, 400602, 400604) • Pre-Engineering (140101, 141101, 151302) • Health, Physical Education, Recreation, and Sports Management (131307, 310101, 310501, 310504, 500301, 500302) <u>Cross-Disciplinary</u> <ul style="list-style-type: none"> • Remedial/Development (PCS-14) • Accounting Transfer (11: 110901, 520301, 520302) 	<u>Occupational (PCS-12 & 16)</u> <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) • Equestrian Science (010507) • Horticulture (010601-010605, 010607) • Marketing and Retail (080705, 081001, 240105, 270501, 520101, 520201, 521001, 521101, 521003, 521401, 521803, 521908, 529998, 529999) • 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) <u>Transfer – Humanities & Fine Arts (PCS-11)</u> <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) • Pre-Law (430103, 520101) • Music [Therapy, Performance, or Business] (500902-500904, 509996) • Philosophy (380101-380103, 380201) • Theatre (500501, 500502, 500505-500507, 500599, 509997) <u>Cross-Disciplinary</u> <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)